INFLUENCE OF TUTORS' DENOMINATIONAL BELIEFS IN TEACHING CHRISTIAN RELIGIOUS EDUCATION IN PRIMARY TEACHERS' TRAINING COLLEGES IN LOWER LAKE VICTORIA REGION, KENYA

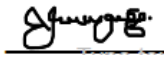
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June 2022

DECLARATION

I declare that this thesis and the research it describes are my original work and that it has not been presented in any other university for academic work

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DEDICATION

This thesis is dedicated to my late parents Onyango Wuod Ouso and Akumu nyar Adede for taking care of me as a child and, to my beloved wife Mrs Sakina Adiga Larry for her support and encouragement during the time of writing this work. I am so grateful that you were ever there for me.

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ABSTRACT

Tutors in primary teachers' training colleges represent a variety of Christian denominations each with its own set of beliefs and doctrines. In Kenya's Primary Teacher Education (PTE) syllabus, Christian Religious Education (CRE) is one of the cluster subjects. Although CRE is taught to students according to a specified syllabus, tutors' differing denominational beliefs may present student learners with a variety of obstacles, resulting in contentious and divisive religious teachings. The purpose of this study was to investigate the influence of tutors' denominational beliefs in teaching student learners Christian Religious Education in Primary Teachers' Training Colleges (PTTCs). The following objectives were formulated to guide the study; to establish tutors teaching and students learning CRE who belong to predominant denominational beliefs in PTTCs in lower Lake Victoria Region of Kenya, to examine the influence of tutors' and students' exegesis/interpretation of the bible concepts on CRE in PTTCs in lower Lake Victoria Region of Kenya, to assess different Christian denominations of Roman Catholic, SDA and Protestants that are dominant among tutors and students in PTTCs in Lower Lake Victoria Region of Kenya, and to establish the influence of tutors' and students' denominational beliefs on teaching and learning CRE in PTTCs in Lower Lake Victoria Region of Kenya. It was expected that CRE tutors, despite their denominational affiliations, should teach the subject based on students' day to day life experiences thus the Life Approach whose benefit was to enable students acquire same understanding and meaning to the bible text concepts. The study anticipated challenges in teaching the subject, thus the focus of this study. The study was anchored on Moral Communities Theory (Durkheim, 1912) which suggested that moral communities are groups that strongly influence the beliefs and practices of their members. Human nature, according to Durkheim has incredible flexibility and fertility and that, peoples' perspectives on the world and how they behave themselves as well as their moral convictions change dramatically over time and place. Based on this study, PTTCs were regarded as moral communities where predominant members could assert their influence on the beliefs and practices of others. The study targeted CRE students and subject tutors, in six Primary Teachers Training colleges (both public and private) in the Lower Lake Victoria Region of Kenya. The study sampled 187 CRE students, 27 CRE subject tutors and 6 heads of CRE subjects through simple random sampling. Data was collected through questionnaires given to CRE students, CRE subject heads and subject tutors. Pilot testing was conducted from CRE students and subject tutors in the selected neighbouring primary teachers training colleges. Quantitative research method was adopted. By providing the instruments for scrutiny to the researcher's two university supervisors the content and construct validity of data collection instruments was determined. The students' and tutors' questionnaires' reliability was determined using the test-retest method. The Statistical Package for Social Sciences (SPSS) was used to analyse the data. The study's finding was that students' denominational beliefs had a moderate positive link with their learning CRE, whereas tutors' denominational beliefs had a weak positive correlation with their teaching CRE. To analyse data, Statistical Package for Social Sciences (SPSS) was applied. By considering the following study's recommendations, the findings of this study could be a valuable input to MOE policy makers and curriculum developers at the KICD. The findings of this study may also be useful to tutors who teach CRE.

OPERATIONAL DEFINITION OF TERM

Belief: refers to different Christian denominational doctrines held by its members towards God.

College: refers to an institution of education providing educational and professional training. Operationally defined, it is a place where training of teachers takes place.

Christian Religious Education: refers to the teachings of Jesus as embodied in the New Testament. For the purpose of this study, it means one of the subjects contained in primary teacher training college curriculum that is concerned with the study of Christianity as a religion.

Curriculum: refers to an integrated course of academic studies. For the purpose of this study it means all the courses of study which are taught in training institutions such as teachers' colleges.

Denomination: refers to a group of religious congregations with distinctive beliefs and similar practices. Operationally defined it means Christian groupings guided by different Christian doctrines.

Ecumenism: refers to a movement promoting union between religions. For the purpose of this study it means an act of promoting union among different Christian denominations.

Exegesis: refers to an explanation or critical interpretation of the bible. Operationally defined, it is an interpretation of the bible text based on different denominational beliefs.

Influence: refers to the effect of one thing on another. For the purpose of this study, it means to convince one to change his or her views about denominational beliefs.

Student: refers to a learner who is enrolled in an educational institution. Operationally defined, is a teacher trainee under the guidance of a college tutor.

Syllabus: operationally defined is a subsection of the curriculum with emphasis on what contents are to be taught in an educational or training course.

Tutor: refers to a person who gives private instruction. Operationally defined, is a person who gives individual instructions to a student in his/her area of specialization in a training institution.

LIST OF ABREVIATIONS AND ACRONYM

ANU African Nazarene University

CRE Christian Religious Education

CBC Competency Based Curriculum

HOS Head of Subjects

KICD Kenya Institute of Curriculum Development

KNEC Kenya National Examination Council

MOE Ministry of Education, State Department for Early Learning and Basic Education

NACOSTI National Council for Science Technology and Innovation

ROK Republic of Kenya

SPSS Statistical Package for Social Sciences

PTE Primary Teacher Examination

PTTCs Primary Teachers Training Colleges

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Using an empirical research method, this thesis attempted to determine the influence of tutors' denominational beliefs in teaching Christian Religious Education to student learners. As a result, this chapter covers the study's history, problem statement, purpose, objectives, importance, scope, delimitations, constraints, and assumptions. The adopted theoretical framework and the demarcated conceptual framework of the study.

1.2 Background of the Study

Followers of Christian religion enjoy freedom of association and fellowship of its members in a wide range of beliefs and practices referred to as denominations (Rhodes, 2015). According to Reid et al. (1990), a denomination can be described as a group of worshipers that ascribe to the same beliefs and more often undertake communal fellowship. The history and spread of Christianity is associated with different missionary societies who helped to spread formal education globally. This was in response to the great commission in Mark 16:15; "Go throughout the whole world and preach the gospel to the people." In fact, the spread of the gospel in Africa came as a result of renewed enthusiasm in the spread of the word of God to the whole world by Europeans which had already began in their own region in the 18th century. This was a turning point in the history of Christian religion as the renewed zeal set forth missionary movement that led to the incorporation of Christian Religious Education in schools (Maangi, 2014).. Subsequently, different Missionary societies began serious competition for the spread of the gospel in the new lands. For

instance in East Africa and especially Kenya, the societies activities were pioneered by Ludwing Krapf in 1844, under Church Missionary Society (CMS). Soon other missions followed including African Inland Mission, Holy Ghost Fathers and Church of Scotland Mission that settled in Central, Rift Valley and parts of Eastern Kenya. In the Western region received Seventh Day Adventist, Friends African Industrial Mission, Mill-Hill Fathers and Pentecostal Assemblies of God. These different missionary societies represented various Christian denominational beliefs that exist today. It is for this reason why missionaries are regarded the founders of different Christian denominations we currently witness for example, the Roman Catholicism, Anglican Church of Kenya, African Inland Church, Full Gospel Churches of Kenya, and the Presbyterian, Reformed, Methodist, Baptist, Lutheran, the Seventh-Day Adventist Church, and other Lutheran-Wesleyan branches of Protestantism (Maangi, 2014). To spread the Christian message the missionaries realised the importance of building schools and teachers' training colleges as a means of teaching Christian Religious Education (CRE) for evangelical work (Maina, 2015). Since evangelical work has not stopped, CRE tutors being products of Missionaries' education could influence CRE teaching with their denominational beliefs. It has been argued that teaching of CRE has not only academic component but it is also important in character formation, both at attitudinal and behavioural levels (Wachiaji, 2019). Teachers' training colleges were divided into denominations and controlled by several churches and autonomous organisations during the colonial period. This period was marked by different Christian Missionary Societies that had started many teachers' training institutions in different parts of Kenya. Examples of Roman Catholic Institutions in Central Kenya included; Kigari Teachers' Training College which was started in 1910, Kamwenja

Teachers' Training College in 1924, Egoji Teachers' Training college in 1959, all under Consolata Catholic Missionaries (Wachiaji, 2019). While Asumbi Teachers' Training College was started in 1932 by the Mill-Hill Fathers, as one of the Roman Catholic missionary's institutions (Michael, 2012). Kamagambo Adventist Teachers' Training College came into existence in 1912 under the Seventh Day Adventist (Nyaundi, 2012). This was an educational trajectory based on Christian denominations. For this reason, the government opened Kagumo Teachers Training College in 1944, being the first national college in Kenya, with the main purpose of undertaking primary teacher training which does not reflect denominational biases (Maina, 2015). Although the PTE religious syllabus recommends life approach of teaching (MOE, 2004), which means beginning to teach a lesson using the actual day to day experiences of the learner and moving through the reflection of those experiences in religious understanding (Groenewegen, 2007), the subject tutor would still be in charge of the lesson by explaining the key concepts.

According to Kulali (2014) some of the areas in Christian religious education that requires the tutor's exegesis or explanation include, God's creation work, how sin came into being and His plans of Salvation to humankind. God's creation work culminated to the day of rest or Sabbath day, sin lead to death or unconsciousness of the body in death, while Salvation of man culminated to eternal life or Conditional immortality. For example, the creation work cited, the true Sabbath day, unconsciousness of the body in death, and salvation of man has caused controversies among students of different Christian denominations (Maina, 2015). CRE tutors are the main interpreters of the concepts from the bible to underscore the unfolding God's message to students. CRE students especially those affiliated to the Roman Catholic, SDA and Protestant denominations have had critical

controversies regarding the interpretation of these scriptural concepts (Arithi, Karuga & Mbugua, 2010). Different studies have indicated that classroom teachers would be subjective in interpreting scriptural concepts to their learners. Boele and Munynck (2018), suggest that religious beliefs directly influence teachers' attitudes and personal qualities during the session. Biblical controversies have not been new in the history of Christian religion. Jesus' followers' never reached a consensus about who he was, "some say that you are John the Baptist, others say that you are Elijah while others say one of the prophets" (Luke 9:18-19 & Mark 8:28-29). The controversies notwithstanding, the intended result of missionaries' education was to create different Christian denominations to their benefit. Teaching in a classroom situation was one of the appropriate methods of instilling denominational beliefs in Christians. In support of this view Moulin (2011) carried out a study. The findings show that students frequently thought that teachers in the classroom misrepresented Christianity or their particular faith. According to Glanzer (2011) teachers and textbook authors tend infuse their identities and stories in the way they teach and write. Furthermore, Ganzach, Ellis, and Gotlibovski (2013) found that schooling had a greater detrimental impact on students who held negative beliefs and belonged to diverse religious affiliations.. These are possibly the widely divergent and contradictory versions of certain bible concepts taught by tutors of different Christian denominations. Scholars have cited problems religious students encounter with their teachers in learning especially, learning Christian religious education in the classroom.

In the US, the legal position is the separation of church from state. Consequently, this has resulted in the absence of religion and education from the halls of public education and its discourses. Although, efforts have been pursued to instil religion public educational

practices and discourses, not much has been achieved. However, according to (Kevin & Avner 2011), there might be hope for bringing constructive discussion in the public domain on how religion and explicitly Christianity might be incorporated in curriculum especially in training of school teachers who may in turn train students in religious aspects and create the global impact that is envisaged by the proponents of teaching Christian Religion Education in school (Glanzer, 2011). Such views get support from various scholars. According to Bowman and Small (2012), students who attained religious training tended to experience wholesomeness that is never achieved by those that did not partake in the Christian beliefs. Thiessen (2013), on the other hand, contends that, even if Christian Religious Education is not included in the school curriculum, the teacher's involvement in influencing the spiritual lives of pupils cannot be overlooked. Some professors have been accused of instilling religious ideas in students, causing them to change their minds. Students with more inclusive religious beliefs were more likely to participate in opportunities such as study abroad, service learning, teaching, and intercultural contacts, according to Bowman, Rockenback, and Mayhew (2015).

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In England (UK), jus like the US, a myriad of educationists raised issues concerning the teaching of Christianity within religious education. Jackson, et al.(2010), observes that in a particular text book, the concept of God and Trinity were explored in a way that may have some readers more confused than they started.. It is therefore, less arguable that as teacher student interaction takes place during learning, and certain religious beliefs take effect. According to Amugah (2017), an effective teacher has the obligation of ensuring

that the subject's goals are met through his authority as an arbitrator and the authority obtained from his general behavior in and out of the classroom..

In Asia, religious academics Lin, Jeng, and Huang (2010) discovered that while the focus on education is mostly on the students, the factor of teaching effects is the instructor, because the quality of education is determined by the teaching effect in the lesson. In regard to the foregoing paragraphs, there was notable interaction between teacher and students in the classroom situation that caused either positive or negative influence, especially on the learner. This lesson interaction and especially explanations on certain biblical concepts by the tutor may most likely influence the students' stand on his or her denominational beliefs.

Christian Religious Education as a subject is taught at Teacher Training Colleges in many countries in Africa. In Nigeria for instance, the main challenges confronting the teaching of CRE among many others, is 'the large number of religious beliefs in the country which is also a hindrance to the effective religious education such that in any sample of fifty students in a classroom, there is the likelihood of finding heterogeneous beliefs' (Shishima, 2013). These are indications that teaching CRE by educators of multiplicity of religious beliefs where teachers have the final say could in turn influence the learner's denominational beliefs in one way or another.

In Kenya, Religious Education is one of the elective subjects in Primary Teacher Education (PTE) syllabus. Where in first year, student trainees take all the curriculum subjects, namely; Languages; English & Kiswahili, Mathematic activities, Indigenous; that is Mother tongue, Foreign Languages & French, Agriculture, Science & Technology, Music, Art, Environmental and Social activities, Religious activities and Professional

studies. In the final year of study programme, students were to study five core subjects and four elective subjects from either humanities or science categories which include, Home science and Agriculture to obtain Diploma in Primary Teacher Education (DPTE) certificate (Kenya Institute of Education, now [KICD], 2017). This is in line with the National Educational goals in Kenya that obligates a classroom teacher to attain the spiritual well-being of the learners through religious education among other components (ROK 2012).

1.3 Statement of the Problem

Tutors in Primary Teacher Training Colleges in an attempt to make exegesis or explanation of certain biblical texts in CRE lessons could influence students with their denominational beliefs to suit their religious doctrines. There are concerns that, Christian denominations represented by the Roman Catholics including, SDA and Protestants have doctrines that appear to make the Bible message different (Michael 2012). Some research found that denominationalism has one major divisive element in Kenyan Christianity that has strongly hindered Christians from achieving a united approach in addressing issues of common interest (Moywaywa, 2013). As a result, those affiliated to these denominations including Christian religious education tutors and students have occasionally not been reading from the same script leading to hitherto unresolved controversies of certain biblical concepts. Given tutors' diverse denominational beliefs, likelihood that their denominational beliefs could influence students during CRE teaching is the focus of this investigation. CRE tutors take advantage for lack of consensus touching on the doctrines of; perpetuity of the Sabbath Day, Conditional Immortality, and the doctrine of

Unconsciousness of body in death during the exegesis of biblical concepts that suit their denominational beliefs during CRE teaching. In this regard, the life approach used in teaching CRE may naturally embrace those of an evangelist. It is a concern that none of the various studies on CRE in pre-college institutions thus, Kowino, Agak & Kochung (2012), Magoma (2012), Kulali (2014), Situma (2016), and Amugah (2017), besides the few studies conducted in PTTCs including; Ajuok (2014), Maina (2015), Muchanje (2015), do not address any issues pertaining to Christian denominations in teachers' training colleges in Kenya. How then should different Christian denominations give different explanations for the same biblical concepts? The researcher finds it critical to fill this gap.

1.4 Purpose of the Study

Based on the problem stated, the purpose of this study was the influence of tutors' and students' denominational beliefs on teaching Christian Religious Education in teacher training colleges in Lower Lake Victoria Region of Kenya.

1.5 Objectives of the Study

The following objectives were formulated to guide the study:

1. To establish tutors teaching and students learning CRE who belonged to predominant denominational beliefs in PTTCs in Lower Lake Victoria Region of Kenya.
2. To examine the influence of tutors' and students' exegesis/interpretation of the bible concepts on CRE in PTTCs in Lower Lake Victoria Region of Kenya.

3. To assess different Christian denominations of Roman Catholic, SDA and Protestants that was dominant among students and tutors in PTTCs in the lower Lake Victoria Region of Kenya.
4. To establish the influence of tutors' and students' denominational beliefs on teaching and learning CRE in Primary Teachers Training Colleges in Lower Lake Victoria Region of Kenya.

1.6 Research Questions

The study was guided by the following research questions:

1. Do tutors and students who teach and learn CRE belong to predominant denominational beliefs in PTTCs in Lower Lake Victoria Region of Kenya?
2. Do tutors' and students' exegesis/interpretation of the bible concepts influence the teaching of CRE in PTTCs in Lower Lake Victoria Region of Kenya?
3. Are the Roman Catholics, SDA and Protestants denominations dominant among students and tutors in PTTCs in Lower Lake Victoria Region of Kenya?
4. Do tutors' and students' denominational beliefs influence their teaching and learning of Christian Religious Education in Primary Teachers Training Colleges?

1.7 Significance of the Study

Simon & Goes (2013) assert that the significance of the research should benefit or impact others in part or whole. Therefore, this study finding may benefit CRE students by providing empirical solutions towards different denominational beliefs emanating from controversies of biblical texts. The study findings may also play an important role towards ecumenism of Christian students in general which other studies pertaining to Christian

religious education as a subject had not addressed in Kenya. The study may further be of immediate benefit to the policy makers in the Ministry of Education State Department for Early Learning and Basic Education and the curriculum designers at the Kenya Institute of Curriculum Development (KICD) in providing opportunity to address differences arising from different exegesis of certain Biblical texts by all stake holders in the education sector.

1.8 Scope of the Study

According to Marylin and Goes (2013), scope of the study is the geographical and the methodological limits within which the study operates. Based on this observation, the study was conducted in the Lower Lake Victoria Region of Kenya. Data was collected from 2 public and 4 private Primary Teachers' Training Colleges in the Lower Lake Victoria Region. A snap-shot research survey design was adopted where data was collected from the selected sample to describe the larger population in the study. Collection of data was limited to the respondents of 2018 - 2021 academic years. This study did not ascertain the causal-effect relationship since it is a non-experimental design.

1.9 Delimitation of the Study

These are the researcher's imposed boundaries within his control to which actual research findings was based. Many factors may influence the teaching of Christian Religious Education in PTTCs however; this study was focused on tutors' denominational beliefs, and the differences arising from various denominational beliefs that influenced the teaching of CRE in PTTCs in the lower Lake Victoria Region of Kenya.

1.10 Limitations of the Study

Limitations limit the extent to which a study can go and may affect the end results of the study (Simons & Goes, 2013). These were short comings that could affect the study and were not under the control of the researcher. Since some respondent students and tutors did not return the questionnaires as was targeted, could have limited the outcome of the study by affecting the accuracy of the data. It was also noted that information on confidentiality was emphasized to the respondents during the administration of data collection tool to help ensure correct information was entered. However, it was beyond researcher' control where some respondents doubted this by withholding vital information required for accurate results. Further, students' denominational beliefs could also have been affected by other attributes which were not considered in this study. More so, this research was conducted during the major curriculum changes that introduced a three year diploma course instead of the two years certificate course in PTTCs in Kenya. This could have limited the targeted samples and even triggered confusion among some students' respondents. Further, the researcher did not find it possible to include the input of former student trainees in the sample institutions because this required more time and resources.

1.11 Assumptions of Study

Assumptions are realistic expectations the researcher believes to be true facts necessary for the relevance, basis, development and implementation of the research. Simon (2011) explicates that assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way.

The study was therefore based on the following assumptions, that:-

Selected respondents were to cooperate and provide reliable responses. The respondents were not to give other people to fill the forms for them. The researcher's denominational beliefs could not influence his results. Principals / Managers were to allow the researcher to contact the tutors and student trainees within the stipulated time frame. Those other factors apart from denominational beliefs could also affect the teaching of Christian Religious Education as well. Those to be sampled were the true representative of thetarget population.

1.12 Theoretical Framework

This study applied the Moral Communities Theory (Durkheim, 1912) which suggests that moral communities are groups that strongly influence the beliefs and practices of their members. Durkheim asserts that human nature exhibits amazing flexibility and fecundity and that, how people see the world and how they conduct themselves vary greatly overtime and from place to place, as do their moral beliefs. These facts attest to the power of the social environment to shape even the most fundamental qualities of individuals and their lives. Influence occurs as a result of some shared common ideal contents that conform to the members' standards of behaviour and character in the college community. Institutions such as colleges and universities can act as moral communities that influence the religious beliefs and practices of their students (Hill, 2009). Stark, (1996) and Regenerus, (2003) suggest that homogeneity is an important aspect of creating moral communities. Thus, all learning institutions teaching CRE are considered moral communities of Christian denominations since they draw their homogeneity from the Bible which guides Christian teachings and beliefs. Durkheim believed that human beings are

social beings who assimilate from society or community all their beliefs, values and norms, everything that makes them civilized human beings. Since college was an organized community and the tutors were working to achieve pre-set objectives from biblical text concepts, then the condition of the college becomes an important factor for teaching CRE. The study found that students' denominational beliefs had a moderate positive link with their learning CRE, whereas tutors' denominational beliefs had a weak positive correlation with their teaching CRE.

1.13 Conceptual Framework

A concept is an abstraction formed by generalizations from particulars (kerlinger, 1993). A concept is a word or phrase that symbolizes several interrelated ideas that the researcher used to explain the relationship between the independent and dependent variables. This study claims that; tutor's denominational beliefs influence the teaching of CRE; the Roman Catholic, SDA and other Protestants' denominational beliefs influence the teaching of CRE.

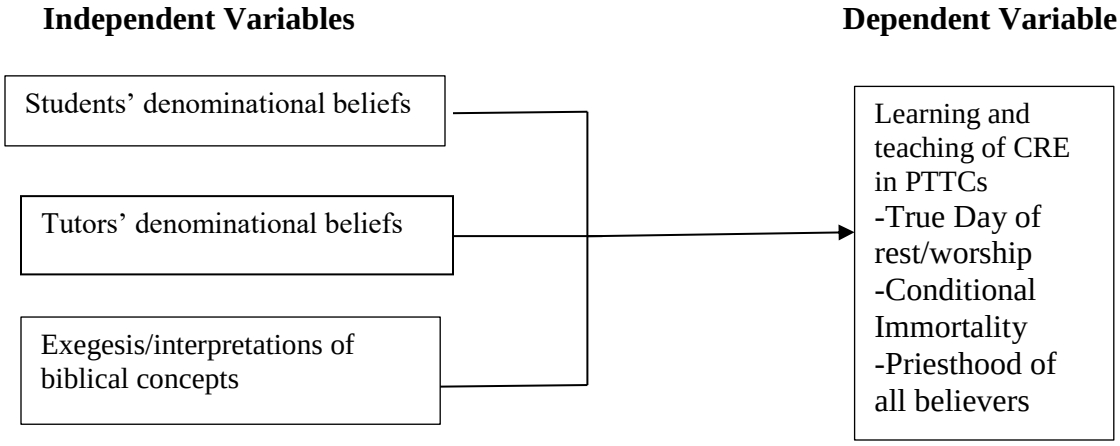


Figure 1.1 the relationship between tutors' denominational beliefs, students' denominational beliefs and teaching/ learning of CRE in PTTCs

The three independent variables above were conceptualised to have a relevant and relative influence in teaching Christian religious education thus, different denominational doctrines of CRE tutors; the Roman Catholics, the Seventh Day Adventist, and other Protestants' beliefs and exegesis/ interpretation of bible texts shape the concepts of Christian religious messages learnt.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers literature related to the research problem and following research objectives is reviewed in the areas namely; to establish students' and tutors' denominational beliefs in influencing the teaching of CRE, to examine the influence of the Roman Catholic, Seventh Day Adventist and Protestants' denominational beliefs in teaching CRE, to assess different Christian denominational doctrines of Roman Catholics SDA and Protestants among tutors and students in PTTCs and to establish tutors' denominational beliefs that influenced their teaching CRE in PTTCs in Lower Lake Victoria Region of Kenya.

2.2 Student' denominational beliefs in learning CRE

A lot of emphasis has been put on students' general academic performance in many countries' education curricular. However, sheer neglect has been apparent on the students' inner development, the sphere of values and beliefs (Astin, Astin & Lindholm, 2011). There has been an increased interest in the realm of religion and spirituality on college students and in scholarly literature. More importantly to note is that an academic endeavour is about how to help students grow intellectually and part of the intellectual growth is, arguably, the knowledge of world religions. Stafford (2017), argues that religious is good for students' identity and development so long as one religious belief is not put on a pedestal above any other. In Kenya, student trainees joining both public and private primary teacher training colleges were expected to be Kenyan citizens with a minimum

qualifications of Kenya Certificate of Secondary Education C plain (MOE, 2021). It means that religious inclinations is not a requirement for college admission in Kenya, however Christian students have always been the majority, perhaps going by the religious demographic statistics in the country. Christianity is the main religion in Kenya, and as of 2019, over 85% of the population identified as Christians, among which 33.4 per cent were Protestants, 20.6 Catholics, 20.4 per cent evangelicals, and 7 per cent from African instituted churches, nearly 11 per cent of Kenyans were Muslims (Julia, 2022). It is therefore logical to conclude that, the majority of PTTC students are drawn from the 85% of Christian population in Kenya who are likely to form part of various Christian dominations. According to Rhodes (2015), the word denomination refers to "an association or fellowship of congregations within a religion that have the same believes or creeds, engage in similar practices, and cooperate with each other to develop and maintain shared enterprises." Some of these Christian denominations include; the Anglican Church of Kenya, African Inland Church, Full Gospel Churches of Kenya, Assemblies of God, the Presbyterian, Reformed, Methodist, Baptist, Lutheran, Salvation Army, Pentecostals, Quakers, Seventh Day Adventists and Roman Catholics just to mention a few.

Student trainees joining primary teachers' training colleges at least come along with different Christian denominations from their religious mentors. But this condition might not remain constant as the influence of denominational beliefs in the new environment could change the beliefs of some students based on the prevailing religious inclination of the institution. Ominde (1964), had recommended that religious bodies to sponsor public schools including teachers training colleges, thus making such institutions be traditionally under specific Christian denomination. Thiessen (2013) concurs that "we humans always

find ourselves influencing those around us in conscious and unconscious ways and it is natural for humans to try to influence or manipulate others to agree with any belief they have, not just religious beliefs." The study established that in regard to other Christian denominations, students affiliated to Seventh Day Adventist and other Protestant denominations were dominant in primary teachers training colleges in lower Lake Victoria region of Kenya.

2.3 Tutors' denominational beliefs in teaching CRE

A tutor is a person employed to instruct another in some branch or branches of learning (https://www.dictionary.com). There is little difference between tutor and a teacher since the common denominator in their work is student. Shiundu and Omulando (1992) explain that education deals with the process of teaching and learning. So in this process, teachers are taught various subject areas to equip them with subject knowledge and professional skills they will need to impact on learners. Therefore teacher education is an important component of education through which school teachers who are considered mentors of the society are prepared (Loughran 2006). Education institutions in many countries of the world including Kenya provide teacher education under different programs namely; pre-service, in-service and competency-based program (Loughran, 2006)**.** In 19th century, Germany was the first to established formal teacher training colleges as teaching seminaries. Britain followed with churches and voluntary organizations setting up teacher training colleges with more emphasis on professionalism on teacher education and training than academic qualification (American Society for Training and Development 2011). Kenya's teacher training is more closely linked to her British colonial master. Scholars

note that the history of training school teachers in Kenya dates back to the early 1920s when teachers were trained on the job and managed by the religious organizations**.** It was later in 1935 when these institutions were taken over by the government (MOE, 2004). This development led to many trained teachers in Kenya acquiring different Christian denominational background of their religious mentors**.** The study sought to establish whether denominations to which CRE tutors subscribe to influence the way they teach Christian Religious education. Tutors who teach CRE are subject specialists by training who are affiliated to various Christian denominations with different doctrines. It is natural that PTTC tutors were affiliated to the denominations of their religious backgrounds. Apart from the SDA denomination, an equal number belonged to Protestant Christians with resemblance theology combining elements from Lutheran, Wesleyan-Arminian, and Anabaptist branches of Protestantism. It applies that every tutor inherited at least the religious beliefs of their denominational mentors. This happened to all other Christian denominations whose theology is protested by groups of Lutheran theology like the Roman Catholic denomination which had the least membership of tutors based on the study.

Lack of common agreement on the interpretation of these biblical concepts leads to controversy, a recipe for creating more denominations which should also be addressed since division rather than ecumenism was not the essence of Christian religion. (Gina, Todd & Peter, 2021) opine that Christians need to learn how to get along well with Christians from other traditions. The existence of Christian denominations could be the cause of controversies in matters pertaining to exegesis of biblical concepts.

The Primary Teacher Education (PTE) syllabus was first introduced in 1986, revised in 1994 and by the conference of the Kenyan teachers Training College Principals'

Association in the year 2000. It is currently being reviewed to align it to Competency based Curriculum (CBC) (Kenya Institute of Education, now [KICD], 2017). This was an opportunity to provide necessary improvements in the PTTC curriculum to reflect and respond to the changes in the society as emphasized by various educational forums including, the conference of the college Principals. From the onset, Competency Based Curriculum (CBC) is being introduced in schools and PTTCs to cater for the demand of employers who have skilled and competent employees who could compete in the world market (Nombo, 2022). Although these improvements infused some contemporary issues in the curriculum, certain controversial engagements still exist. Studies of a few Christian denominations reveal different beliefs exist. According to Rhodes, (2015), Protestants have strong convictions on quite a number of doctrinal beliefs which are particularly important because they serve to distinguish Protestantism from Roma Catholicism. This is evidenced in three areas one; the exclusivity of the bible in which case, Protestants view the Bible as the only infallible rule of the Christian life and faith. It is considered the sole source for spiritual teachings. Comparatively, this is in contrast to Roman Catholicism, which places heavy emphasis on the authority of tradition and the ex-cathedra pronouncements of the pope. Two; the doctrine of Salvation by grace alone through faith alone. In regard to this, Protestants have always emphasized the benefits of salvation are by grace alone through faith alone (Romans 4; Galatians 3:6-14; Ephesians 2:8-9). On the contrary, Roman Catholics have historically placed a heavy emphasis on meritorious works in contributing to the process of salvation. In essence, Protestants do not view good works as an unimportant rather they simply believe good works are by-products of salvation (Matthew 7:15-23; 1Timothy 5:10, 25). Third, the priesthood of all believers. In Roman Catholicism

the priest is the intermediary between believers and God. That is to say, a person must confess sins to a priest, who then absolves that person of sin. By contrast, Protestants believe each Christian is a priest before God and thus has a direct access to Him without need for an intermediary (1Petet 2:4-10). Makau (2019) agrees that not all internal religious rules are godly, ethical or even moral, some have been abominable, and others are clearly discriminatory. This scenario paints a picture generally referred to as the "ecumenical challenge" for Christian denominations currently numbering over fourty six thousand in the world (Gina, Todd & Peter, 2021). The same is true of religious practices throughout history. This suggested that exegesis of bible concepts have caused contentions among different Christian denominations including CRE educators and students thus contributing to this study.

Christian Religious Education is one of the major subjects bequeathed many educational systems by the early Christian missionaries the world over, notably to help them spread the gospel of Jesus Christ. And so its implementation in the curriculum is closely tied to teachers' ability to influence his class positively. In Kenya just like in other African countries, the missionary's main objective of educating Africans was that they could read the bible as the main reference book for teaching Christian Religious Education (CRE). Missionary's teaching approaches assisted by catechists included cramming, memorization, singing and recitation which points to applying denominational beliefs in classroom teaching (Shitohi et al., 2008). There was urgent need to unify teaching method conducive to all CRE learners, the Life Approach (Ominde Commission, 1964). Life approach has been the best recommended method of teaching CRE in the classroom. In essence Life Approach is beginning to teach a lesson using the actual day to day life

experience of the learner and reflection on those experiences to a religious understanding. Life Approach is programmed in the lesson plan by the teacher to be implemented in the classroom. According to Ndirangu (2015), a lesson plan is a design that shows how elements of a lesson are systematically organized and sequenced for presentation over a period of time. Mugambi (2002) in Kulali (2014) noted that five steps are used in life approach; Human experience - the first step of the lesson. Teacher provokes and guides learners to respond on the topic based on their day to day life experiences. This is like in other subjects, the introductory part of the lesson. Biblical experience - it is the second step of the lesson. The teacher introduces relevant biblical passages here. The learner reflects and begins to connect human and biblical experiences to see how God reveals Himself through human experience. Explanation - the third and most important step of the lesson. Lesson concept is explained and achieved here. Application and response - this is the fourth step of the lesson. Learners have the opportunity to react and respond to the message as the teacher guides them to identify the relevance of the content taught in their individual lives. Final activity is the fifth and the last one. Learners are involved in activities such as writing, drawing, recitation, singing among others to enable them express their responses practically. Life Approach is one the methods used by CRE teachers to assist learners understand the lesson concept and is not cast on stone. Thiessen (2013) argues that it is difficult for teachers to remain neutral in classroom. This argument suggests that CRE tutors could still find leeway in the lesson, particularly during the biblical experience and explanation part in the life approach. It is possible to apply both their denominational doctrines and subject expertise to influence the views of CRE students in the classroom. Learning is a dynamic process. Stafford (2017) concurs that there are also circumstances

where students separate farther from their life long up bringing or find a new belief while in college. Wadsworth (2015) asserts that teachers have strong influence on the students they teach and must be aware of how the choices they make, impacts the students. According to Amugah (2017), an effective teacher has the responsibility of ensuring that the aims of the subject is achieved through his authority as an arbiter, skilled and competent in his field and through the authority he derived from his general behaviour in and outside the classroom. It therefore, applies that learners are susceptible to a teacher's exegesis or interpretation of bible concepts in the classroom situation.

2.4 Roman Catholic beliefs

The Catholic Church has its headquarters in the Vatican City, Italy. Catholics believe Peter took up residence in Rome in AD 42, became its first bishop, and remained there until his martyrdom in AD 67. Rome's authority was further enhanced when Jerusalem fell in AD 70, and the fact that the Roman Catholic church had attained significant wealth and great power. From the fourth century onwards, the claims of authority for the bishop of Rome increased thus causing Pope Leo 1 to claim authority in the fourth century over all other churches (Rhodes, 2015). In 1870 the Vatican Council proclaimed the Pope infallible in all its decisions pertaining to the Catholic Church. Michael (2012) reiterates that the Church's own agenda of dogmatic promulgation and Papal centralism before and immediately after the first Vatican Council further hampered ecumenical initiatives for a united Christian church.

The Catholics do not believe in observing the seventh-day of the week as day of worship. The extracts from early ecclesiastical writers like Anatolins (AD 270) confirms

that ‘the obligation of the Lord’s resurrection binds us to keep the paschal festival on the Lord’s Day’ (the first day of the week) when he rose from the dead (Matthew 28:6, John 20: 6), and regarding Conditional Immortality, the Catholic believes that death is merely the liberation of the soul from the body, and that freed from its earthly tenement, the soul continues to exist with its memory, its understanding and its will, as before. On the doctrine of unconsciousness of man in death, it admits that the soul exists in perfect consciousness after the death of the body and passes into purgatory, to Hell torments or to Heaven.

This leads to different exegeses of Bible concepts which indicate that there are Christian denominations with each having specific belief system and different doctrines. It was due to these differences that Martin Luther (1483 -1546), uncovered what he believed to be significant differences between the teachings of the Bible and those of Roman Catholicism. Eventually the Lutherans became known as Protestants, a movement that was associated with churches that were not affiliated with Roman Catholicism or Eastern Orthodoxy (Rhodes, 2015). The verb “to protest” comes from the Latin *protestari* and means not only “to testify” but, more importantly, “to testify on behalf of something.” Webster’s Dictionary gives as a synonym, “to confirm.” The Oxford English Dictionary defines it, “to declare formally in public, testify, to make a solemn declaration.” The notion of a “protest against error” embraced *many* other churches formed during reformation period in Europe that protested against Catholicism. This was a wave expected to affect many other members of these various denominations having been the offspring of these contentious doctrines as long as they remain their active followers. Lack of common agreement on the interpretation of these biblical concepts leads to controversy, a recipe for creating more denominations which should be addressed since division rather than

ecumenism was not the essence of Christian religion. The existence of Christian denominations attests to the fact that disagreements arose among the Christians themselves on the way of worship, and especially matters pertaining to exegesis of biblical concepts culminated to various Christian denominations.

2.5 The Seventh Day Adventists beliefs and the Protestantism

According to Rhodes (2015), Seventh Day Adventist began in 1845 with a small group of believers in New England led by founder Ellen G. White and some of her associates. The name Seventh-Day was chosen because they believe the Old Testament Sabbath, Saturday, is the proper day of worship and rest. It was their belief that observing the Sabbath is the proper way to await the soon advent of the coming Lord. The focus of this study was on denominational beliefs of Christians who have strong convictions on quite a number of doctrines against the teachings of the Roman Catholic Church. The majority of denominations in the Christian religion include for example; the Methodists, the Baptists, the Presbyterians, the Adventist Churches and the Lutherans who are all Protestants, meaning Churches that were not affiliated with Roman Catholicism. For the purpose of this study, they are represented by the Seventh Day Adventist Church whose doctrines just like other Protestants was dissimilar to the Roman Catholicism doctrines which they considered not in tandem with bible teachings. Some of these controversial denominational beliefs include; one, the exclusivity of the Bible where the Seventh Day Adventists and other Protestant Churches view the Bible as the only infallible rule of the Christian life and faith. This is in obvious contrast to Roman Catholicism which places heavy emphasis on the authority of tradition and pronouncements of the pope. Two,

Salvation by grace alone, through faith alone (Romans 4; Galatians 3: 6-14; Ephesians 2: 8-9). This contrasts Roman Catholic beliefs which have historically placed emphasis on meritorious works in contributing to the process of salvation, a believe that good works are by- products of salvation (Matthew 7: 15-23, 1Timothy 5: 10, 25). Third, the priesthood of all believers is a Catholic belief that emphasizes on the intermediary between believer and God. This negates the beliefs of the Seventh Day Adventists and other Protestants who believe that each Christian is a priest before God with direct access to Him. Other controversial area that pits SDA as a protestant member and the Roman Catholics is the Sabbath debate. Should the worship be on the Sabbath (Saturday) or on the Lord's Day (Sunday), Genesis2: 2-3; Exodus 2: 11 and Romans 6: 14, Galatians 3: 24-25; Colossians 2: 16, respectively. The Seventh-day Adventist is a protestant Christian denomination which is distinguished by its observance of Saturday, the seventh day of the week in Christian and Jewish calendars (Nyaundi, 2012).

Further doctrines in controversy with other Christian denominations like the Roman Catholic include; Conditional Immortality - that is the future or eternal life that God has promised will be a reward for a life of faithfulness and obedience now. This means that only those who kept their faith and obedience to God shall live for ever in His glory. And on the doctrine of unconsciousness of man in death, the SDA adherents believe that the living know that they shall die. But the dead know not anything . . . , for there is no work nor device nor knowledge, nor wisdom in the grave, wither thou goes (Ecclesiastes 9: 5, 10). When the believer dies he falls asleep in death and is totally unconscious until the resurrection day (1 Thessalonians 4:13-17). These doctrines are strongly upheld by the SDA adherents including CRE students and tutors. Teachers' and students' attitudes and

their personal characteristics during the lesson were motivated explicitly by religious beliefs (Boele & Munynck, 2018). The Christian denominations in existence today as well as the establishment of western education in Africa in the 19th century were as a result of evangelical revival which occurred in Europe during the 18th century. The revival also marked the commencement of modern missionary activities which assumed the responsibilities of spreading the Gospel to the 'heathen' Africans (Maangi, 2014). Following this development, the contributions and influence of the Seventh Day Adventist Church in the development of post-secondary education in Africa, and especially Kenya cannot be gainsaid.

2.6 Summary

It has been observed that one of the approaches applied in teaching CRE includes explanation through life approach leading to exegesis of biblical text concepts found in PTE syllabus. Tutors, who belong to different Christian denominations, are most likely to impose their own biblical concepts based on their doctrines on students they teach in Primary Teacher Training Colleges. It is most unlikely that a consensus has never been reached by CRE tutors regarding the different exegeses of biblical concepts taught in CRE lessons, and the reason that ecumenism has never been realized among CRE student were areas of glaring concern. For example, why is the Christian Union (CU), a formation of Christian believers normally found in post primary learning institutions only exist in paper as different belief systems gain prominence in the formation of different Christian denominations in PTTCs? It is perhaps time the influence of these denominational beliefs was given attention in Primary Teachers' Training Colleges. Finally, the study finds

Rhodes (2015) statement suitable for this summary, that many countries resisted the idea of allowing people to have freedom of religious beliefs for when denominational groups did emerge persecution soon followed. So just like different denominational beliefs learning could be conflicting and disruptive.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the study methodology to be used by the researcher during the data collecting, analysis, and interpretation phases. The research design, study location, target demographic, sample size, and sampling methodologies will all be covered in this chapter. A description of data collection tools, a pilot study, the validity and reliability of research equipment, and data analysis techniques were also included. The chapter will come to a close with a discussion of ethical and legal issues.

3.2 Research Design

The study used a descriptive survey approach to determine the impact of the factors as they appeared throughout the investigation. According to Kothari (2014), descriptive survey research design is the best way to collect personal and social facts, beliefs, and attitudes. It entails data measurement, classification, analysis, comparison, and interpretation, which leads to the production of knowledge principals and the resolution of critical problems. Descriptive survey design is asking a sample population questions on a certain issue in order to learn about their perspectives, attitudes, and knowledge about the subject (Fraenkel, Wallen & Hyun 2012).

3.3 Research Site

This research was carried out in six Primary Teachers' Training Colleges in lower Lake Victoria Region of Kenya. Namely; Migori, St.Magdalene, Kamagambo, Asumbi,

Rachuonyo and Nyabola Primary Teachers Training Colleges. The researcher picked these PTTCs because they represented the area of the researcher's passion in teaching from where I had experienced the challenges this research thesis sought to address.

3.4 Target Population

The researcher targeted two public and four private primary teacher training colleges within lower Lake Victoria Region of Kenya. A total of 6 CRE heads of subjects, 31 CRE tutors and 208 CRE final (year two) students in 2018-2021 years period was sampled because they were all CRE students in humanities group.

Table 3.1 Sample Population Distribution

COUNTY	PTTC	CRE TUTORS	CRE STUDENTS	HEADS OF SUBJECTS
Migori	Migori	6	50	1
,,	St. Magdalene	3	21	1
,,	Kamagambo	4	36	1
Homa Bay	Asumbi	8	64	1
,,	Rachuonyo	3	17	1
,,	Nyabola	3	20	1
TOTAL		27	208	6

Source: Offices of Heads of Subjects (CRE) of the six PTTCs (2022)

3.5 Sampling Procedure and Sample Size

Creswell (2014) describes sample as a sub group of the target population which is used to generate the required data for the study. This study will use both purposive and simple random sampling techniques in obtaining a sample from the target population. The colleges were categorized into two public and four private primary teachers training colleges.

All the 6 CRE heads of subjects, all 27 CRE tutors and 187 CRE students were purposively included from each college for the study. All CRE heads of subjects, CRE tutors and students filled the developed questionnaires respectively to give their opinions on the influence of tutors' denominational beliefs in teaching CRE in PTTCs.

Table 3.2 Summary of Sampling Matrix

COUNTY	PTTC	CRE TUTORS	CRE STUDENTS	HEAD OF SUBJECT
Migori	Migori	6	44	1
,,	St. Magdalene	3	20	1
,,	Kamagambo	4	33	1
Homa Bay	Asumbi	8	55	1
,,	Rachuonyo	3	16	1
,,	Nyabola	3	19	1
TOTAL		27	187	6

The formula employed above was first published in the 1970 paper "Determining Sample Size for Research Articles" by Krejecie and Morgan (Educational and Psychological Measurments, #30, pp 607–610). Its benefit is that PTTCs with a smaller number of CRE tutors and Heads of Subjects were all chosen, while those with a larger number of CRE students were sampled appropriately using the formula below:

$$n = \frac{N}{1+N\,(e)\,2}$$

Where; n = the required size of the sample

N = the size of the population, and

e = the level of precision or sampling error (0.05 or 5%).

For example, Asumbi ttc with a population of 64 students:- n= 64/1+64(0.05)2 =1+64x0.0025= 1+0.16 = 64/1.16 =55.1= 55 sample size required.

3.6 Data Collection Measures

The researcher administered questionnaires to all the personnel handling CRE subject including tutors, students and heads of subjects as a way of collecting data on the influence of tutors' denominational beliefs in teaching Christian Religious Education.

3.6.1 Questionnaires

According to Orodho (2009), questionnaires are advantageous to use because they are easier to send to respondents spread across a vast area. Furthermore, if respondents are not compelled to reveal their identity, they are more likely to react freely to sensitive and

embarrassing questions. This study method was chosen since the target demographic was largely literate and would have little trouble answering the questionnaire.

The questionnaires had close ended and open ended parts designed in a simple way for respondents to tick any of the responses in parts A, B and C (refer to Appendix 3) structured from the study objectives. It also provided for options like Strongly Agree, Agree, Disagree, Strongly Disagree or Undecided options. Respondents' questionnaires will be administered to CRE tutors and students.

3.7 Pilot Testing of Research Instruments

A researcher must test tools before utilizing them to confirm their validity, reliability, and applicability (Creswell 2014). Piloting was used to determine the tools' credibility by evaluating the clarity of the language, the technique for administering them, the time it took to react, and the length and layout of the tools. According to Sahu (2013), while doing a pilot test, it is best to employ 10% of the study's sample size.

The study therefore involved one head of subject, three CRE tutors and nineteen CRE students all of who were stake holders in CRE from a neighbouring primary teachers' training college. The researcher encouraged comments and suggestions from the participants to improve the validity and reliability of the data collection instruments.

3.8 Reliability of Data Collection Instruments

Reliability is a measure of a degree to which a research instrument yields consistent results or data after repeated trials (Franzier & Crofford 2019). The focus of research reliability was to ascertain that the measuring instrument was to give the same results when

offered repeatedly to the same individuals. It is only when a research instrument gives consistent measuring results that it is said to be reliable. The test - re test method was to be used to ascertain the reliability of the quantitative data collected from the respondents' questionnaire in the study. The same questionnaire was to be administered to the same respondents after duration of two weeks to ascertain the consistency of the measuring tool. Babbie (2014) observes that a reliability coefficient of 0.7 and above in social sciences is considered sufficient for a research instrument.

3.9 Validity of the Data Collection Instruments

Validity refers to the accuracy, relevance, and soundness of deductions and conclusions based on research findings (Kothari 2014; Saunders, Lewis, & Thornhill) (2012). On content and construct validity, the researcher sought expert advice. Aside from that, the generated questionnaire item was submitted to two university supervisors before and after piloting for their expert advice on how to improve the research instruments prior to the field data collection technique.

3.10 Data Processing and Analysis

Data analysis, according to Kombo & Tromp (2006), entails the act of manipulating data gain a meaningful insight. To guarantee that the acquired data was correct and consistent with other facts, the completed questionnaires were gathered and organized appropriately for coding and tabulation. In order to meet the study's aims, data was analyzed using the Statistical Package for Social Sciences (SPSS). Percentages, means, and standard deviation were employed as descriptive statistics.

3.11 Ethical Consideration

Research undertaking is a formal exercise which is conducted for the benefit of the stake holders and the society at large. It is in this light that necessary ethical and legal procedures were followed to give it meaning and cooperation for success. As a result, Africa Nazarene University provided a letter of introduction to aid the researcher in obtaining a research permission from the National Council of Science, Technology, and Innovation (NACOSTI). The researcher was then able to get research approval from the individual institutions' County Commissioners and County Directors of Education, thanks to the council permit. The researcher was then ready to make prior arrangements with all the expected respondents to kick start the field study. It was prudent on the side of the researcher to assure the respondents that their confidentiality was strictly undertaken to avoid any form of suspicion in the study.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter summarizes the primary findings of a study that intended to determine the impact of tutors' denominational beliefs on their teaching of Christian Religious Education in Kenya's Lower Lake Victoria Region Primary Teachers Training Colleges. Response rate, PTTC categories and participation rate, demographic information of respondents, Research Question one, Research Question Two, Research Question Three, and Research Question Four are presented in the following order: response rate, PTTC categories and participation rate, demographic information of respondents, Research Question one, Research Question Two, Research Question Three, and Research Question Four.

4.2 Return rate of participants

Table 4.1 Return rate of questionnaires

Respondents	No. of questionnaires distributed	No. of questionnaires returned
Students	187	175
Percentage	100%	93%
Tutors	27	25
Percentage	100%	93%

Source: Field data, 2022

Table 4.1 shows that, out of 187 questionnaires distributed to students, 175 (93%) were appropriately filled and returned. Likewise, out of 27 questionnaires distributed to tutors,

25 (93%) were correctly filled and returned. These response rates were sufficient, representative and conforms to Mugenda and Mugenda (1999) stipulation that a response of 70% and over is excellent.

4.2. Category of PTTCs and participation rate

Table 4.2.1 Category of PTTCs and participation rate

Category of PTTC		Frequency	Percentage
Students	Public	93	53.1
	Private	82	46.9
	Total	**175**	**100**
Tutors	Public	13	52
	Private	12	48
	Total	**25**	**100**

Source: HOS Survey data, 2022

Table 4.2 presents categories of PTTCs and their participation rate in the study. Majority of students were from public PTTCs 93 (53.1%), while those from private PTTCs were 82 (46.9%). On the side of tutor participation, 13 (52%) were from public PTTCs, while 12 (48%) were from private PTTCs, which reflects the true picture because there are more students and tutors in public PTTCs than those in private colleges.

4.3 Demographic characteristics of respondents

This part presented descriptions and tabulation of the means, frequencies, percentages, and standard deviations of participants that belonged to specific categories including gender, age, education level, marital status, teaching experience, and years of stay in current PTTC.

Table 4.3 presents gender and demography of the respondents. Majority of students were females 101 (57.7 %) followed by males 74 (42.3 %). On tutors' participation, males were 16 (64%), while females were 9 (36%). This shows that PTTCs have fairly achieved gender parity in their placement on the side of students, while tutors gender parity still needs improvement.

Table 4.3 further reveal that for students, the age group above 30 years was the majority 89 (50.9%), followed by age group 25-29 years 60 (34.3%), age group 20-24 years were 24 (13.7%), and lastly students below 19 years were only 2 (1.1%). Cumulatively, the age groups above 25years were 149 (85.2%), while below 25 years were 26 (14.8%). This result indicate that Form 4 leavers take a long time (almost 7 years) at home before deciding to join PTTCs. This could be attributed to their desire to do alternative courses.

For tutors, the majority 14 (56%) belonged to over 45 years, followed by age group 36-45 years 10 (40%), and lastly 26-35 years 1 (4%). This result reveals that majority of the PTTCs' workforce are in their most active age and this is good for the colleges.

In terms of education level of respondents, the analysis reveal that the majority of tutors had Bachelor degree 18 (72%) followed by Master degree 7 (28%). There were no Doctorate and Diploma holders, meaning the tutors had the right qualifications to teach at PTTC level. As regards students KCSE grades, majority had minimum requirement of C plain 77 (44%), followed by C+ 63(36%), B- 24 (13.7%), B 6 (3.4%), and lastly B+ 5 (2.9%). Cumulatively 98 (56%) of the students, qualified to pursue university degrees. They had the capacity to comprehend and fill the questionnaires comfortably

In terms of marital status of the respondents, majority of students 120 (68.8%) were married, 54 (30.9%) were single, while 1 (.6%) was widowed. These are mature students.

Similarly, majority of tutors 20 (80%) were married, and only 5 (20%) were single. These are mature, responsible adults.

Table 4.3 Demographic characteristics of respondents

I. Gender of students and tutors					
Students			Tutors		
Category	Frequency	Percentage	Category	Frequency	Percentage
Male	74	42.3	Male	16	64
Female	101	57.7	Female	9	36
Total	175	100	Total	25	100
II. Age group of students and tutors					
Students			Tutors		
Below 19	2	1.1	Below 25	0	0
20- 24	24	13.7	26 – 35	1	4
25- 29	60	34.3	36 – 45	10	40
Above 30	89	50.9	Over 45	14	56
Total	175	100	Total	25	100
III. Education level of students (KCSE grade) and tutors					
Students KCSE grade			Tutors		
B+	5	2.9	Doctorate	0	0
B	6	3.4	Master	7	28
B-	24	13.7	Bachelor	18	72
C+	63	36.0	Diploma	0	0
C	77	44.0	-----	---	---
Total	175	100.0	Total	25	100
IV. Marital status of students and tutors					
Students			Tutors		
Single	54	30.9	Single	5	20.0
Married	120	68.6	Married	20	80
Widowed	1	.6	Widowed	0	0
Total	175	100	Total	25	100

V. Teaching experience of tutors		
Below 10 years	6	24
11-19 years	16	64
20-29 years	1	4
30 years and above	2	8
Total	25	100
VI. Tenure of tutors in current PTTCs		
0 – 8 years	12	48
9 – 16 years	13	52
17 – 24 years	0	0

25 years and above	0	0
Total	25	100

Source: Survey data, 2022

Table 4.3 also contains analysis of teaching experiences of tutors. Tutors with 11-19 years of teaching experience were the majority 16 (64%), followed by those below 10 years 6 (24%), those above 30 years 2 (8%), and lastly 20-29 years 1 (4%). The fact that majority of tutors who participated in the study had 11 years and above of teaching experience suggest that they were mature and experienced in their profession.

In terms of tenure of tutors in their current PTTCs (Table 4.3), tutors who had stayed in their current station for a period of 9-16 years were the majority 13 (52%) followed by those below 8 years 12 (48%). Tutors who took part in this survey had stayed in their current PTTCs for a period of 8-16 years, meaning they understood the religious practices of the PTTCs, and the dominant denominations in the PTTCs.

4.4 Research Question One

Do students taking CRE and tutors teaching CRE in PTTCs in Lower Lake Victoria Region of Kenya belong to predominant denominational beliefs?

The study objective one was to establish whether students taking and tutors teaching CRE in PTTCs in Lower Lake Victoria Region of Kenya belong to any predominant denominational beliefs. The responses were rated on a five point Liker scale Where 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree. The midpoint was therefore set at 3.

4.3.1 Rating of denominational beliefs of students and tutors taking CRE in PTTCs in Lower Lake Victoria Region of Kenya

The study sought to investigate predominant denominational beliefs of students and tutors taking CRE in PTTCs in Lower Lake Victoria Region of Kenya. The study findings are shown in the subsequent sub-headings. The percentages, means and standard deviations were generated from SPSS and are as illustrated in table below.

4.3.1.1 Rating of denominational beliefs of students taking CRE in PTTCs in Lower Lake Victoria Region of Kenya

Table 4.4 Rating responses to denominational beliefs of students taking CRE in PTTCs

SD = Strongly disagree; D = Disagree; UD = Undecided; A= Agree SA = Strongly Agree							
	SD	D	UD	A	SA		
	1	2	3	4	5		
Items	%	%	%	%	%	MEAN	S. D
Students taking CRE in PTTCs belong to predominant denominational beliefs							
1.Students in PTTCs belong to Roman Catholics, SDA and Protestant denominations.	17.1	14.9	4.0	33.7	30.0	3.45	1.146
2.Some CRE students in PTTCs are elected officials of Christian denominations.	7.4	12.0	10.9	37.7	32.0	3.75	1.234
3. Majority of PTTC students have Christian names.	5.7	9.7	2.9	40.0	41.7	4.02	1.164
4.Christian denominational societies are very active in PTTCs.	2.9	9.7	6.9	50.9	29.7	3.95	1.007
5.I would support attending CRE lessons in PTTCs on Saturdays.	45.7	34.3	7.4	6.9	5.7	1.93	1.150
Overall mean for students taking CRE in PTTCs belong to predominant denominational beliefs = 3.42			Overall SD = .719				

Source: Survey data (2022)

Table 4.4 shows that majority of students taking CRE in PTTCs in Lower Lake Victoria Region of Kenya belonged to predominant denominational beliefs (Roman Catholics, SDA and other Protestant denominations). This was supported by the fact that they had Christian names; Christian denominational societies were very active in PTTCs, and; some CRE students in PTTCs were elected officials of Christian denominations. Four out five statements had mean scores in descending order 4.02, 3.95, 3.75 and 3.45 respectively above the mid-point of 3. Only the statement, 'I would support attending CRE lessons in PTTCs on Saturdays had a mean of 1.93 which was below the midpoint. The respective standard deviations were 1.164, 1.007, 1.234, 1.460 and 1.150 which were high since none was below 1. The overall mean for the five questions on students in PTTCs belonging to Roman Catholics, SDA and Protestant denominations was 3.42 with a standard deviation of .715. Cumulatively, 33.84% agreed, 27.88% strongly agreed totaling to only 61.72% students who strongly felt that students in PTTCs belonged to Roman Catholics, SDA and Protestant denominations. However, 15.76% strongly disagreed, 16.12 disagreed totaling to 31.88% students who did not support that students in PTTCs belonged only to Roman Catholics, SDA and other Protestant denominations. A paltry 6.42% of the students were neutral.

4.3.1.1.2 Rating responses to denominational beliefs of tutors teaching CRE in PTTCs in Lower Lake Victoria Region of Kenya

Table 4.5 Rating responses to denominational beliefs of tutors teaching CRE in PTTCs in Lower Lake Victoria Region of Kenya

SD = Strongly disagree; D = Disagree; UD = Undecided; A= Agree SA = Strongly Agree							
	SD	D	UD	A	SA		
	1	2	3	4	5		
Items	%	%	%	%	%	MEAN	S. D
Tutors teaching CRE in PTTCs belong to predominant denominational beliefs							
1. Tutors in PTTCs are affiliates of either Roman Catholic, SDA or Protestant denominations.	0.0	0.0	0.0	56.0	44.0	4.44	.507
2. Most tutors in PTTCs are patrons of Christian denominations.	0.0	0.0	0.0	72.0	28.0	4.28	.458
3. Majority of PTTC tutors have Christian names.	0.0	0.0	0.0	4.0	96.0	4.95	.200
4.Christian denominational societies are very active in PTTCs.	0.0	0.0	0.0	88.0	12.0	4.12	.332
5. I would not support conducting CRE lessons in PTTCs on Saturdays.	0.0	36.0	4.0	32.0	28.0	2.48	1.262
Overall mean for tutors taking CRE in PTTCs belong to any predominant denominational beliefs = 4.06 Overall SD = .286							

Source: Survey data, (2022)

Table 4.5 shows that majority of tutors teaching CRE in PTTCs in Lower Lake Victoria Region of Kenya belonged to predominant denominational beliefs (Roman Catholics, SDA and other Protestant denominations). Majority of PTTC tutors had Christian names, they confirmed affiliation to either Roman Catholic, SDA or other Protestant denominations, most of them were appointed patrons of Christian denominations, and made Christian denominational societies very vibrant in PTTCs. Four

out five statements had mean scores in descending order 4.96, 4.44, 4.28 and 4.12 respectively which were above the mid-point of 3. Only the statement, 'I would not support conducting CRE lessons in PTTCs on Saturdays' had a mean of 2.48 which was below the midpoint. The respective standard deviations were .200, .507, .458, 1.460 and .332 which were quite acceptable since they were all below 1. The overall mean for the five questions on tutors teaching CRE in PTTCs belonging to Roman Catholics, SDA and Protestant denominations was 4.06 with a standard deviation of .286.

Cumulatively, 51.2% tutors agreed, 36% strongly agreed totaling to 87.2% tutors who strongly felt that tutors teaching CRE in PTTCs belonged to Roman Catholics, SDA and other Protestant denominations. However, 5.6% strongly disagreed, 6.4% disagreed totaling to 12% tutors who did not support that tutors teaching CRE in PTTCs belonged only to Roman Catholics, SDA and other Protestant denominations. A paltry 0.8% of the tutors were neutral. The above finding suggests that both students taking CRE and tutors teaching CRE in PTTCs in Lower Lake Victoria Region of Kenya belong to either the Roman Catholic, SDA or other Protestant denominations.

4.5 Research Question Two

Do tutors' exegesis/interpretations of the bible influence their teaching of CRE in PTTCs in Lower Lake Victoria Region of Kenya?

Research objective two sought to examine whether tutors' exegesis/interpretation of the bible influenced the teaching of CRE in PTTCs in Lower Lake Victoria Region of Kenya. The responses were similarly rated on a five point Liker scale Where 1= Strongly

Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree. The midpoint was therefore set at 3.

4.5.1 Rating of responses to students and tutors exegesis/interpretation of biblical concepts having influence on their teaching CRE in PTTCs

The study sought to investigate students and tutors exegesis/interpretation of biblical concepts having influence on their teaching CRE in PTTCs. The study findings are shown in the subsequent sub-headings. The percentages, means and standard deviations were generated from SPSS and are as illustrated in table below.

4.5.1.1 Rating of responses to students exegesis/interpretation of biblical concepts having influence on their teaching CRE in PTTCs

Table 4.6 Rating responses to students' exegesis/interpretation of biblical concepts having influence on their learning CRE in PTTCs

SD = Strongly disagree; D = Disagree; UD = Undecided; A= Agree SA = Strongly Agree							
	SD	D	UD	A	SA		
	1	2	3	4	5		
Items	%	%	%	%	%	MEAN	S. D
students' exegesis/interpretation of biblical concepts having influence on their learning CRE in PTTCs							
1.Many CRE students are mostly convinced with tutors' denominational interpretations.	28.7	34.5	9.2	20.1	7.5	2.43	1.296
2.Exegesis/interpretation of bible concepts makes CRE learning successful.	6.9	5.1	5.1	40.0	42.9	4.07	1.143
3.There are biases in tutors' interpretation of bible	34.3	28.0	6.9	21.7	9.1	2.43	1.388

concepts during CRE teaching.							
4.Exegesis/interpretation of biblical concepts is based on tutors' denominational background.	33.1	23.4	9.1	22.3	12.0	2.57	1.444
5.CRE students are not affected by tutors' interpretation of the bible concepts.	14.3	17.1	10.3	33.1	25.1	3.38	1.396
Overall mean for responses to students' exegesis/interpretation of biblical concepts influencing their learning of CRE in PTTCs = 2.98 Overall SD = .690							

Source: Survey data (2022)

Table 4.6 shows that students were ambivalent on three out of five questions on tutors' exegesis/interpretation of biblical concepts influencing their teaching of CRE in PTTCs. The statements, 'Exegesis/interpretation of biblical concepts is based on tutors' denominational background', 'Many CRE students are mostly convinced with tutors' denominational interpretations', and 'There are biases in tutors' interpretation of bible concepts during CRE teaching' had means of 2.57, 2.43 and 2.43 respectively which were below the mid-point of 3. However, the statements 'Exegesis/interpretation of biblical concepts makes CRE learning successful' and 'CRE students are not affected by tutors' interpretation of the bible concepts' had means of 4.07 and 3.38 which were above the mid-point, suggesting support for the statements.

The respective standard deviations 1.143, 1.396, 1.444, 1.296 and 1.388 were high since none was below 1. The overall mean for the five questions on tutors' exegesis/interpretation of biblical concepts influencing their learning of CRE in PTTCs was 2.98 with a standard deviation of .690 which was acceptable.

Cumulatively, 27.44% agreed, 19.32% strongly agreed totaling to only 47.76% students who felt exegesis/interpretation of biblical concepts influenced their learning of

CRE in PTTCs. On the other hand, 23.46% strongly disagreed, 21.62% disagreed totaling to 45.08% students who did not feel that exegesis/interpretation of biblical concepts influenced their learning of CRE in PTTCs. A paltry 8.14% of the students were neutral.

4.5.1.2 Rating of responses to tutors exegesis/ interpretation of biblical concepts influencing their teaching of CRE in PTTCs in Lower Lake Victoria Region of Kenya

Table 4.7 Rating responses to tutors exegesis/ interpretation of biblical concepts influencing their teaching of CRE in PTTCs

SD = Strongly disagree; D = Disagree; UD = Undecided; A= Agree SA = Strongly Agree							
Items	SD 1 %	D 2 %	UD 3 %	A 4 %	SA 5 %	MEAN	S. D
Tutors exegesis/ interpretation of biblical concepts influencing their teaching of CRE in PTTCs							
1.Tutors exegesis/interpretation of biblical concepts influence CRE students.	0.0	0.0	0.0	96.0	4.0	4.04	.200
2.Exegesis/interpretation of bible concepts by CRE tutors has no controversies.	60.0	32.0	0.0	0.0	8.0	1.64	1.114
3.There are biases in tutors' interpretation of bible concepts.	4.0	72.0	0.0	0.0	24.0	4.12	.781
4.Exegesis/interpretation of biblical concepts is based on tutors' denominational background.	0.0	4.0	0.0	68.0	28.0	4.20	.645
5.Exegesis/interpretation of bible concepts require tutor's denominational input.	0.0	0.0	0.0	68.0	32.0	4.36	.490
Overall mean for influence of tutors' exegesis/interpretation of biblical concepts in teaching CRE in PTTCs = 3.57				Overall SD = .294			

Source: Survey data (2022)

Table 4.7 shows that in four out of five questions supported the idea that tutors' exegesis/interpretation of biblical concepts influenced their teaching of CRE in PTTCs. The statement, 'Exegesis/interpretation of bible concepts require tutors denominational input' had the highest mean of 4.36 with a standard deviation of .490. In second was the statement 'Exegesis/interpretation of biblical concepts is based on tutors' denominational background' with a standard deviation of .645. In third was the statement 'There are biases in tutors' interpretation of bible concepts' with a standard deviation of .781, followed by the statement 'Exegesis/interpretation of bible concepts require tutor's denominational input' having a mean of 4.04 with a standard deviation of .200.

Only the statements 'Exegesis/interpretation of bible concepts by CRE tutors has no controversies' had a mean of 1.64 which was far below the mid-point of 3, with a standard deviation of 1.114. The overall mean for the five questions on tutors' exegesis/interpretation of biblical concepts influenced their teaching of CRE in PTTCs was 3.67 with a standard deviation of .294 which was very good.

Cumulatively, 46.4% of the tutors agreed, 17.8% strongly agreed totaling to only 64.2% tutors who strongly felt exegesis/interpretation of biblical concepts influenced their teaching of CRE in PTTCs. On the other hand, 12.8% strongly disagreed, 21.6 disagreed totaling to 34.4% tutors who did not feel that exegesis/interpretation of biblical concepts influenced their teaching of CRE in PTTCs.

The results above reveal that while students were ambivalent on whether exegesis /interpretation of biblical concepts influenced their teaching of CRE in PTTCs or not, tutors strongly felt that exegesis /interpretation of biblical concepts influenced their teaching of CRE in PTTCs in Lower Lake Victoria Region of Kenya.

4.6 Research Question Three

Are the Roman Catholics, SDA and Protestants denominations dominant among students and tutors in PTTCs in Lower Lake Victoria Region of Kenya?

The research objective examined whether Roman Catholic, SDA and other Protestant denominations were dominant among students and tutors in PTTCs in the lower Lake Victoria Region of Kenya. The responses were similarly rated on a five point Liker scale Where 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree. The midpoint was therefore set at 3.

4.6.1 Rating of the dominance of Roman Catholics, SDA and other protestant denominations among students and tutors in PTTCs in Lower Lake Victoria Region of Kenya

Table 4.8 Rating responses to dominance of Roman Catholics, SDA and other Protestant denominations among students in PTTCs in Lower Lake Victoria Region of Kenya

SD = Strongly disagree; D = Disagree; UD = Undecided; A= Agree SA = Strongly Agree							
Items	SD 1 %	D 2 %	UD 3 %	A 4 %	SA 5 %	MEAN	S. D
Roman Catholics, SDA and other Protestants are dominant denominations among students in PTTCs.							
1. Sunday is the Christians commanded resting day.	36.6	13.7	11.4	20.0	18.3	2.7	1.566
2. Water baptism should be done through immersion.	9.1	9.7	8.6	23.4	48.6	3.94	1.346

3 Marriage does not affect ones calling in Christian leadership.	17.7	19.4	5.3	26.9	29.7	3.31	1.508
4. Strong wine is acceptable for Holy Communion.	49.7	27.4	4.6	9.1	9.1	2.01	1.32
5. Portraits are symbols used for understanding biblical concepts.	17.7	20.6	21.1	26.9	13.7	2.98	1.32
Overall mean for dominance of Roman Catholics, SDA and other Protestant denominations among students and tutors in PTTCs in Lower Lake Victoria Region of Kenya = 2.34 Overall SD = .553							

Source: Survey data (2022)

Table 4.8 shows that majority of respondents did not support the notion that Roman Catholics, SDA and other Protestant denominations were dominant among the students in PTTCs in Lower Lake Victoria Region of Kenya. The statements ‘Portraits are symbols used for understanding biblical concepts ‘, ‘Sunday is the Christians commanded resting day’ and ‘Strong wine is acceptable for Holy Communion’ as indicated by the mean scores in descending order 2.98, 2.7 and 2.01 respectively all had their means below the midpoint of 3. Only two statements, ‘Water baptism should be done through immersion’ and ‘Marriage does not affect ones calling in Christian leadership’ had means of 3.94 and 3.31 which were above the midpoint. The respective standard deviations were 1.346, 1.508, 1.32, 1.566 and 1.32 which were high since none was below 1. The overall mean for the five questions on dominance of Roman Catholics, SDA and other Protestant denominations among students in PTTCs was 2.99 with a standard deviation of .745.

Cumulatively, 26.16% of the students strongly disagreed, 18.16% disagreed totaling to 44.32% of the respondents who felt that Roman Catholics, SDA and other Protestant denominations were not dominant among students in PTTCs. On the other hand, 21.26%

agreed, 23.88% strongly agreed totaling to only 45.14% respondents who felt that Roman Catholics, SDA and other Protestant denominations were dominant among students in PTTCs. 10.4% of the respondents were neutral.

Table 4.9 Students' denominational grouping

		Frequency	Percent	Cumulative Percent
Valid	Roman Catholic	17	9.7	9.7
	SDA	79	45.1	54.9
	Other Protestants	79	45.1	100.0
	Total	**175**	**100.0**	

In Table 4.9 students' denominational grouping reveal that majority of students belong to SDA and other Protestant groups both having 79 (45.1%), followed by the Roman Catholics having 17 (9.7%) of the respondents.

4.6.1.1 Rating of the dominance of Roman Catholics, SDA and other Protestant denominations among tutors in PTTCs in Lower Lake Victoria Region of Kenya

Table 4.10 Rating responses to dominance of Roman Catholics, SDA and other Protestant denominations among tutors in PTTCs in Lower Lake Victoria Region of Kenya

SD = Strongly disagree; D = Disagree; UD = Undecided; A= Agree SA; Strongly Agree							
	SD	D	UD	A	SA		
	1	2	3	4	5		
Items	%	%	%	%	%	MEAN	S.D
Roman Catholics, SDA and other Protestants are dominant denominations among tutors in PTTCs							
1. Sunday remains Christians' commanded resting day.	24.0	28.0	0.0	36.0	12.0	2.84	1.463
2. The soul of the dead goes to paradise.	4.0	48.0	8.0	32.0	8.0	2.92	1.152
3. Any musical instruments can be used in worshipping God.	0.0	72.0	16.0	8.0	4.0	2.44	.821
4. Water baptism of any kind is not necessary for salvation.	24.0	72.0	0.0	4.0	0.0	1.84	.624
5. Christian Trinity does not portray God as the sole creator.	48.0	44.0	4.0	4.0	0.0	1.64	.757
Overall mean for dominance of Roman Catholics, SDA and other Protestant denominations = 2.99 Overall SD = .745							

Source: Survey data (2022)

Table 4.10 shows that tutors were not unanimous on statements on the dominance of Roman Catholics, SDA and other Protestant denominations among the tutors in PTTCs in Lower Lake Victoria Region of Kenya. The statements 'The soul of the dead goes to paradise', 'Sunday remains Christians' commanded resting day', 'Christian Trinity does not portray God', 'Any musical instruments can be used in worshipping God', 'Water baptism of any kind is not necessary for salvation' and 'Christian Trinity does not portray God as the sole creator' as indicated by the mean scores in descending order 2.92, 2.84, 2.44, 1.84 and 1.64 respectively all had their means below the midpoint of 3. The respective standard deviations were 1.152 and 1.463 were high since they were above 1,

except the .821, .624 and .757. The overall mean for the five questions on dominance of Roman Catholics, SDA and other Protestant denominations among tutors in PTTCs was 2.34 with a standard deviation of .553.

Cumulatively, 20% of the respondents strongly disagreed, 52.8% disagreed totaling to 72.8% of the respondents who did not feel that there was not any one denominational grouping among Roman Catholics, SDA and other Protestant denominations which was dominant among tutors in PTTCs. Only 16.8% agreed, 4.8% strongly agreed totaling to only 21.6% respondents who felt that Roman Catholics, SDA and other protestant denominations were dominant among students in PTTCs. A paltry 5.6% of the respondents were neutral.

Table 4.11 Tutors' denominational grouping

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Roman Catholic	5	20.0	20.0	20.0
	SDA	11	44.0	44.0	64.0
	Other Protestants	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

However, Table 4.11 shows that tutors' denominational grouping had the majority 11 (44%) belonging to SDA, followed by other Protestant groups having 9 (36%), and lastly the Roman Catholics registering 5 (20%) tutors. The results revealed that while students were ambivalent on the dominance of one particular denominational group, the tutors were in support that SDA was dominant.

4.7 Research Question Four

Do tutors' denominational beliefs influence their teaching of Christian Religious Education in Primary Teachers Training Colleges in Lower Lake Victoria Region of Kenya?

4.7.1 Influence of tutors' denominational beliefs on their teaching CRE in Primary PTTCs in Lower Lake Victoria of Kenya

In this particular section, objective question 4 of this study was examined. Inferential statistics has been used to examine influence of tutors' denominational beliefs on their teaching CRE in Primary PTTCs. Inferential statistics included Pearson's correlation to test the association between tutors' denominational beliefs and their teaching Christian Religious Education. Regression was used to establish the percentages by which independent variables affected the dependent variables.

4.7.1.1 Students' responses to influence of tutors' denominational beliefs on their learning Christian Religious Education in Primary PTTCs in Lower Lake Victoria of Kenya

The researcher conducted a linear regression to analyze the relationship between tutors' denominational beliefs on their teaching CRE. Coefficient of determination explained the extent to which changes in the dependent variables (tutors' teaching Christian Religious Education) explained the change in the independent variable (tutors' denominational beliefs), shown as a percentage.

Table 4.12 Correlation between students' denominational beliefs and tutors' teaching of CRE

		Students' denominational beliefs	Tutors' teaching CRE
Students' denominational beliefs	Pearson Correlation	1	.535**
	Sig. (2-tailed)		.000
	N	175	175
Tutors' teaching CRE	Pearson Correlation	.535**	1
	Sig. (2-tailed)	.000	
	N	175	175

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 illustrates that students' denominational beliefs has a moderate and positive correlation with tutors' teaching of CRE. This is indicated by a correlation coefficient of r = 0.535. The correlation was also found to be statistically significant $p<0.001$, at the significance level ($\alpha=0.05$, 2-taied) test. The level of significance for the study is 5% for a 2-tailed test.

4.7.1.2 Single linear regression analysis of students' denominational beliefs and tutors' teaching of CRE

Table 4.13 Model summary for students' denominational beliefs and tutors' teaching of CRE

	Model	R	R Square	Adjusted R Square	Percentage of variation	Std. Error of the Estimate
Tutors' teaching of CRE	1	.535[a]	.286	.282	28.2%	.58453

a. Predictors: (Constant),
b. Students' denominational beliefs

c. Dependent variable: Tutors' teaching of CRE

Source: Field data, 2022

Table 4.13 presents a model summary of a single linear regression model for the relationship between students' denominational beliefs and tutors' teaching of CRE. This table provides the R, R^2, adjusted R^2 and the standard error of the estimate, which are used to determine how well the regression model fits the data: The R-value represents the simple correlation for tutors' teaching of CRE R= .535, which is a moderate correlation.

According to Stephanie (2018), R^2 shows how well data points fit a regression line assuming every single variable explains the variation in the dependent variable which is not true. So, the researcher has opted to use adjusted R^2 which tells us how well the data points fit a regression line showing the percentage of variation explained only the independent variables that actually influenced the dependent variable. In this case for tutors' teaching of CRE R^2= .286 adjusted to .282 translates to a moderate, 28.2% variation increase in tutors' teaching of CRE. However, students' denominational beliefs has not accounted for much of the variability in tutors' teaching of CRE. 71.8% of the increase in tutors' teaching of CRE is correlated to factors other than the predictors included in the model. The standard error of the estimate of the model fit (.58453) is a measure of the precision of the model. It is a standard deviation of the residuals. It shows how wrong one could be if he used the regression model to make predictions or to estimate the dependent variable.

4.7.1.3 Results for statistical significance of the model (ANOVA)

Table 4.14 ANOVA for students' denominational beliefs and tutors' teaching of CRE

Model			Sum of Squares	Df	Mean Square	F	Sig.
tutors' teaching of CRE	1	Regression	23.734	1	23.734	69.463	.000[b]
		Residual	59.110	173	.342		
		Total	82.844	174			

a. Predictors: (Constant), students' denominational beliefs
b. Dependent Variable: tutors' teaching of CRE

Source: Field data (2022)

The F-ratio in the ANOVA Table 4.14 tests whether the overall regression model is a good fit for the data. It provides a statistic for testing the level of statistical significance of the model (Weisberg, 2005). In this case, students' denominational beliefs statistically, significantly predicts tutors' teaching of CRE, F (1,173) = 69.463, (p=.000) <.05 (i.e., the regression model is a good fit of the data). By examining the overall fit and significance of the tutors' teaching of CRE model, it was found to have a good fit, as indicated by the high F-statistic value of 69.463 and it is significant at the 5% level. That is the F-statistic value of 0.000 is less than 0.05.

4.7.1.4 Statistical significance of students' denominational beliefs (Coefficients) on tutors' teaching of CRE

Statistical significance of students' denominational beliefs tests whether the unstandardized (or standardized) coefficients are equal to 0 (zero) in the population (i.e., for each of the coefficients). If p<.05, the coefficients are statistically significantly different

to 0 (zero). The usefulness of these tests of significance is to investigate if each explanatory variable needs to be in the model, given that the others are already there.

The decision rule, using the t-test (t-statistic), a variable is statistically significant if ''t'' (t-calculated is greater than the critical t-value of $\pm$ 1.96 under 95% confidence levels and it is statistically insignificant if the ''t'' is less than the tabulated value of $\pm$ 1.96 under 95% (or 5%) confidence level. The calculated t-value for students' denominational beliefs is 8.334, and the critical value is 1.96 confidence interval levels. Accordingly, standardized coefficient (called beta) measures how much tutors' teaching of CRE increases when students' denominational beliefs is increased by one unit, assuming other variables in the model are held constant.

Table 4.15 Coefficients for students' denominational beliefs and their learning of CRE

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.897	.253		3.542	.001	.397	1.397
	students' denominational beliefs	.664	.077	.535	8.334	.000	.491	.796

a. Dependent Variable: tutors' teaching of CRE

Source: Field data (2022)

In Table 4.15, the calculated value of students' denominational beliefs is found to be greater than the tabulated value (that is, 8.334>1.96). This means that students' denominational beliefs add a substantial contribution to explaining tutors' teaching of

CRE. The general form of the equation to predict tutors' teaching of CRE from students' denominational beliefs is:

$Y_1 = \beta_0 + \beta_1 X_1 + \varepsilon$

Where:

Y_1= the predicted value for tutors' teaching of CRE

B_0 = the y-intercept of regression line (the level of tutors' teaching of CRE in the absence of students' denominational beliefs) (.897)

B_1= the slope of the regression line (the regression line is decreasing) (0.644)

X_1= Students' denominational beliefs (0.535

ε=Error term (0.253+.077=.33)

$Y_1 = .897 + (0.644) * (0.535) + 0.33$

$Y_1 = .897 + 0.345 + 0.33$

$Y_1 = 1.572$

The constant .897 units is the predicted value for tutors' teaching of CRE if students' denominational belief is 0. That is, we would expect an average .897 units of tutors' teaching of CRE when students' denominational beliefs value is 0. Unstandardized coefficients indicate how much the tutors' teaching of CRE varies with students' denominational beliefs when all other independent variables are held constant. Unstandardized coefficient for students' denominational beliefs is .644. This means that for every unit increase students' denominational beliefs, there is .644 units increase in tutors' teaching of CRE. The p-value (p=.000<.001, 2-tailed) shows a statistically significant correlation between students' denominational beliefs and tutors' teaching of CRE. The point of interception has changed 1.572 units after one unit increase in students'

denominational beliefs. Students' denominational beliefs have added 0.675 units. The standard error of the coefficients (.253 for constant and .077 for students' denominational beliefs) in the regression output are also wished to be as small as possible.

The results obtained on the relationship between students' denominational beliefs and tutors' teaching of CRE support most points which have been raised in the literature review. Students' denominational beliefs contributed positively to the dependent variables of this study.

4.7.1.5 Tutors' responses to influence of tutors' denominational beliefs on their teaching Christian Religious Education in PTTCs in Lower Lake Victoria of Kenya

Table 4.16 Correlation between tutors' denominational beliefs and their teaching of CRE

		Tutors' denominational beliefs	Tutors' teaching CRE
Tutors' denominational beliefs	Pearson Correlation	1	279
	Sig. (2-tailed)		.177
	N	175	175
Tutors' teaching CRE	Pearson Correlation	.279	1
	Sig. (2-tailed)	.177	
	N	175	175

Correlation is significant at the 0.05 level (2-tailed).

Table 4.16 illustrates that tutors' denominational beliefs has a weak positive correlation with their teaching of CRE. This is indicated by a correlation coefficient of r = 0.279. The correlation was found to be statistically insignificant p=.177>0.05, at the

significance level (α=0.05, 2-taied) test. The level of significance for the study is 5% for a 2-tailed test.

4.7.1.6 Single linear regression analysis of tutors' denominational beliefs and tutors' teaching of CRE

Table 4.17 Model summary for tutors' denominational beliefs and tutors' teaching of CRE

Model		R	R Square	Adjusted R Square	Percentage of variation	Std. Error of the Estimate
Tutors' teaching of CRE	1	.279[a]	.078	.038	3.8%	.28813

a. Predictors: (Constant), Tutors' denominational beliefs
b. Dependent variable: Tutors' teaching of CRE

Source: Field data (2022)

Table 4.17 presents a model summary of a single linear regression model for the relationship between tutors' denominational beliefs and their teaching of CRE. The R-value represents the simple correlation for tutors' teaching of CRE R= .279, which is a weak correlation. In this case for tutors' teaching of CRE R^2= .078 adjusted to .038 translates to a small, 3.8% variation increase in tutors' teaching of CRE. However, tutors' denominational beliefs has not accounted for much of the variability in tutors' teaching of CRE. 96.2% of the increase in tutors' teaching of CRE is correlated to factors other than the predictors included in the model. The standard error of the estimate of the model fit (.28813) shows how wrong one could be if he used the regression model to make predictions or to estimate the dependent variable.

4.7.1.7 Results for statistical significance of the model (ANOVA)

Table 4.18 ANOVA for tutors' denominational beliefs and tutors' teaching of CRE

Model		Sum of Squares	Df	Mean Square	F	Sig.
tutors' teaching of CRE 1	Regression	.161	1	.161	1.938	.177[b]
	Residual	1.909	23	.083		
	Total	2.070	24			

c. Predictors: (Constant), tutors' denominational beliefs
d. Dependent Variable: tutors' teaching of CRE
Source: Field data, 2019

In Table 4.18, students' denominational beliefs statistically significantly predicts tutors' teaching of CRE, F (1, 23) = 1.938, (p=.177) >.05 (i.e., the regression model is not a good fit of the data), as indicated by the high F-statistic value of 1.938 and it is insignificant at the 5% level. That is the F-statistic value of 0.177 is greater than 0.05.

4.7.1.8 Statistical significance of tutors' denominational beliefs (Coefficients) on tutors' teaching of CRE

The calculated t-value for tutors' denominational beliefs is 1.392, and the critical value is 1.96 confidence interval levels. Accordingly, standardized coefficient (called beta) measures how much tutors' teaching of CRE increases when tutors' denominational beliefs is increased by one unit, assuming other variables in the model are held constant.

Table 4.19 Coefficients for tutors' denominational beliefs and their teaching of CRE

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.675	.719		3.721	.001	1.188	4.161
	Tutors' denominational beliefs	.295	.212	.279	1.392	.177	-.143	.734

a. Dependent Variable: tutors' teaching of CRE

Source: Field data

In Table 4.19, the calculated value of tutors' denominational beliefs is found to be smaller than the tabulated value (that is, 1.392>1.96). This means that tutors' denominational beliefs do not contribute to explaining tutors' teaching of CRE. The general form of the equation to predict tutors' teaching of CRE from students' denominational beliefs is:

$Y_2 = \beta_0 + \beta_2 X_2 + \varepsilon$

Where:

Y_2= the predicted value for tutors' teaching of CRE

B_0 = the y-intercept of regression line (the level of tutors' teaching of CRE in the absence of tutors' denominational beliefs) (2.675)

B_2= the slope of the regression line (the regression line is decreasing) (0.295)

X_2= Tutors' denominational beliefs (0.279)

ε=Error term (0.719+.212=.931)

$Y_2 = 2.675 + (0.295) * (0.279) + 0.931$

$Y_2 = 2.675 + 0.0823 + 0.931$

$Y_2 = 3.692$

The constant 2.675 units is the predicted value for tutors' teaching of CRE if tutors' denominational beliefs is 0. That is, we would expect an average 2.675 units of tutors' teaching of CRE when students' denominational beliefs value is 0. Unstandardized coefficient for students' denominational beliefs is .295. This means that for every unit increase tutors' denominational beliefs, there is .295 increase in tutors' teaching of CRE. The p-value (p=.177>.05, 2-tailed) shows a statistically insignificant correlation between tutors' denominational beliefs and their teaching of CRE. The point of interception has changed 3.692 units after one unit increase in tutors' denominational beliefs. Tutors' denominational beliefs have added 1.017 units. The standard errors of the coefficients (.719 for constant and .212 for tutors' denominational beliefs) in the regression output are big and not good.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions, summary of the findings, conclusions and recommendations of the study by the researcher, based on the objectives of the study. The chapter ends with suggestions of identified areas for further studies. The purpose of the study was to establish the influence of denominational beliefs on teaching Christian Religious Education in Primary Teachers' Training Colleges in Lower Lake Victoria Region, Kenya. The study objectives were to establish whether tutors teaching and students learning CRE in PTTCs belong to predominant denominational beliefs, to examine whether a tutor's exegesis or interpretation of the bible influence the teaching of CRE in PTTCs, to examine whether Roman Catholic, Seventh Day Adventist and other Protestant denominations were dominant in PTTCs, and to establish the influence of tutors' and students' denominational beliefs in teaching and learning CRE in Lower Lake Victoria Region, Kenya. Students' and tutors' questionnaires were used to collect data for the study.

5.2 Discussion

This section captures the discussions of research findings of chapter four based on the objectives of the study.

5.2.1 Students and tutors that predominantly belong to denominational beliefs

The first objective of the study was to establish CRE tutors teaching and students learning CRE who belong to predominant denominational beliefs in PTTCs in Lower Lake

Victoria Region. The study findings showed that majority of students taking CRE in PTTCs in Lower Lake Victoria Region of Kenya, predominantly belong to Seventh Day Adventists, other Protestants and Roman Catholic denominational beliefs. The finding was supported by the fact that most CRE students had Christian names; Christian denominational societies were very active in PTTCs and, some CRE students in PTTCs were elected officials of Christian denominations. The results indicate that 61.7% of the students belonged to Seventh Day Adventists, other Protestants and Roman Catholics as opposed to 31.88% of students who did not support the research statement (M = 3.42, SD = .719). It was noted that 6.42% of the students remained neutral. The findings further show that 87.2% of tutors teaching in PTTCs belonged to Seventh Day Adventists, other Protestants or Roman Catholic denominational beliefs. While 12% of tutors opposed the research statement, 0.8% remained neutral on whether PTTC students and tutors belonged to predominant denominational beliefs (M =4.06, SD = .286). The findings corroborates an earlier research carried out in 2019 which confirmed that Christianity is the main religion in Kenya with over 85% of the population identified as Christians, among which 33.4% were Protestants, 20.6% were Catholics, 20.4% Evangelicals and seven per cent from African instituted Churches (Julia, 2022). In a similar research, Makokha et al. (2020) carried a study that showed denominational strength of Roman Catholic Church, Anglican Church, Friends Church, Presbyterian Church of East Africa (PCEA), Africa Inland Church (AIC), and Seventh Day Adventists (SDA). These findings confirmed that given the heterogeneity of the religious population in Kenya, majority of Christians belonged to the mainstream Christian denominations.

5.2.2 Influence of tutors' exegesis or interpretation of bible concepts in teaching CRE

The second objective of the study was to examine the influence of tutors' and students' exegesis/ interpretation of the bible concepts on CRE in PTTCs in Lower Lake Victoria Region of Kenya. Classroom teaching of CRE is learner centered however; Kulali (2014) noted that five steps were used in Life approach as a professional method of teaching CRE in the classroom. One of these is explanation, the third step where lesson concept is explained and achieved by the teacher. The teacher, based on his denominational background could be biased in explaining certain biblical concepts. Wadsworth (2015) asserts that teachers have strong influence on the students they teach and must be aware of how the choices they make, impacts the students.

Based on this objective, the researcher found that 64.2% of tutors did influence the outcome of CRE teaching following the exegesis or interpretation method of bible concepts they employed in the classroom. Amugah (2017) concurs that an effective teacher has the responsibility of ensuring that the aims of the subject is achieved through his authority as an arbiter, skilled and competent in his field and through the authority he derived from his general behavior in and outside the classroom. In support of the sentiment some researcher found that, it is difficult for teachers to remain neutral in classroom (Thiessen, 2013).

5.2.3 Dominance of Roman Catholic, Seventh Day Adventists and other Protestant denominational beliefs in PTTCs

The third objective of the study was to assess how different Christian denominations of Roman Catholic, Seventh Day Adventists and Protestants are dominant

among tutors and tutors in PTTCs in Lowe Lake Victoria Region of Kenya. The result of this empirical research findings addressed the hitherto rivalry that existed among the dominant Christian denominations. The findings indicated that 44.32% of teachers and students felt that Seventh Day Adventists, other Protestants and Roman Catholics were not dominant Christian denominations in PTTCs. However, 45% of teachers and students supported that these Christian denominations were dominant, with 0.82% difference in PTTCs in Lower Lake Victoria Region, Kenya. Although the results corroborates Julia (2022) research findings that 85% of Kenyan population were identified as Christians, with Protestants registering 33.4%, Roman Catholics 20.6%, and Evangelicals 20.4% totalling to 74.4% of Kenyan population. This result showed that almost no permanent numerical domination occurs when it comes to Christian groupings possibly due to continuous denominational migrations associated with many other social and religious factors.

5.2.4 Influence of tutors' and students' denominational beliefs on teaching and learning CRE in PTTCs

The fourth objective of the study was to establish the influence of tutors' and students' denominational beliefs on teaching and learning CRE in PTTCs in Lower Lake Victoria Region of Kenya. The findings of this research objective shows that tutors' denominational beliefs had a weak positive correlation with their teaching of CRE, while students' denominational beliefs contributed positively to the dependent variable of this study, that is teachers' teaching of CRE in PTTCs. This result conforms to Waweru and Otieno (2018), that students from different religious faith were influenced by their preacher to observe doctrines and beliefs they did not understand. However, contrary to this finding,

Moulin (2011) interviewed students who often felt that Christianity or their particular denomination was misinterpreted by teachers in the classroom situation. In view of the research objectives and the resultant findings, influence of teachers denominational beliefs occurred as stated.

5.3 Summary of the findings

This section shows the summary of the study findings based on the objectives of the study. The study established that the majority of CRE students and tutors belonged to Seventh Day Adventists; other Protestants and Roman Catholics. For students this was evidenced with the majority having Christian names; Christian denominational societies were very active in the college precinct, and some CRE students in PTTCs were elected officials of Christian denominations. Tutors showed strong indications of being Christians by, observing either the First Day of the week or the Seventh Day; not recognizing that water baptism of any kind was not necessary for salvation, and that rejecting the statement that, Christianity does not portray God as the sole creator. Conversely, different Christian denominations come with different doctrines thus; causing lack of support or neutral responses to the findings.

The study further established that despite the fact that teachers were professionally trained, being human beings could be biased in interpreting biblical concepts to students during CRE teaching. It was therefore suggested that research on influence of tutors in other subjects be conducted. On dominance of Christian denominations, the results revealed that students were ambivalent on the dominance of one particular denominational group with an overall mean of 2.99 and standard deviation .745. A total of 45.14% students

felt that Roman Catholics, SDA and other protestant denominations were dominant among students in PTTCs. A majority of students 45.1% belong to SDA and other protestant groups.

Objective four examined influence of tutors' denominational beliefs on teaching Christian Religious Education in PTTCs. The researcher applied inferential statistics included Pearson's correlation to test the association between tutors' denominational beliefs and their teaching Christian Religious Education. Regression was used to establish the percentages by which independent variables affected the dependent variables, that is, denominational beliefs and their teaching Christian Religious Education. Based on this finding; the influence of tutors' denominational beliefs had a weak positive correlation with their teaching CRE while students' denominational beliefs had a moderate positive correlation in learning CRE in PTTCs in Lower Lake Region of Kenya.

5.4 Conclusion

This study assessed the influence of tutors' denominational beliefs in teaching Christian Religious Education in PPTTCs in Lower Lake Victoria Region, Kenya. First, a teacher's duty is to impart knowledge or skill by way of persuasion or influence to a learner. And to this extent, teachers play important role in providing teaching service in educating Kenyan population to enhance general development for the country. Kenya being a developing country requires middle level training institutions to equip our young people with the requisite knowledge and skills to turn around the country's development. Thus the tutors' role in Primary Teachers Training Colleges cannot be underestimated. College tutors have been bestowed with the responsibility of providing relevant training skills in

especially basic education to student trainees all over Kenya. National unity is one of the goals education was supposed to foster, thus safeguards were necessary to provide direction in case the teaching of subjects like Christian religious education with various denominational beliefs could lead to confusion or dissatisfaction among learners. Based on the study findings, the researcher concluded that tutors' denominational beliefs had a weak positive correlation with their CRE teaching, while students' denominational beliefs showed a moderate positive correlation with their CRE learning in PTTCs in Lower Lake Victoria Region of Kenya. Finally, CRE tutors need to always apply professional teaching methods in classroom situation to avoid biased biblical concept interpretations to students. Further, both CRE tutors and students should embrace the spirit of ecumenism as Christians.

5.5 Recommendations

In the light of the research findings, the researcher wishes to make the following recommendations:-

1. The study recommends that the Kenyan government should come up with policies and incentives that would encourage more Form 4 leavers to join PTTCs, especially private colleges.
2. As regards students KCSE grades, the government of Kenya needs to expand the capacity of universities to absorb those Form 4 leavers who qualified for university entry, but ended up in PTTCs, which is a lower level.

3. Students in PTTCs as well as tutors should continue to enjoy freedom to subscribe to denominations of their choices, since doing so contributes positively to students' learning and tutors' teaching CRE in PTTCs.

5.6 Suggestions for further Research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:-

1. A national study which would look at the factors which have led to the decline in enrolment of students in PTTCs in Kenya. Such a study would suggest valid national strategies for strengthening and encouraging the private sector since they are core in the government's effort to supply primary schools with enough teachers, and also absorb the many unemployed youth in the country. It would also provide data on the problems faced by the private PTTCs in Kenya.

2. This study was conducted only in six selected PTTCs in Lower Lake Victoria Region of Kenya. There is therefore, a need to conduct a similar study on other counties in Kenya to ascertain whether there is an impact of tutors' denominational beliefs on their teaching CRE in PTTCs.
3. A further study, comparing the levels of influence of denominational beliefs in teaching CRE in female tutors and those of their male counterparts in the same PTTCs, needs to be undertaken.
4. Research should also be conducted on the influence of tutors' denominations on other subjects not included in this study.

5. In this study, all data gathered was based on students' and tutors' perceptions while ignoring the perceptions of non-teaching staff and other stakeholders. This was likely to lead to biasness in the conclusions arrived at. Future studies need to capture their input and minimize the biases.

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APPENDICES

APPENDIX 1: TRANSMITTAL LETTER

Dear Respondent,

I am a post graduate student pursuing master's degree in Education in Africa Nazarene University, conducting a study on **"Influence of tutors' and students' denominational beliefs on teaching Christian Religious Education in Teacher Training Colleges"** in the lower Lake Victoria Region of Kenya. Your college has been sampled for the study along with you as a respondent.

You are therefore requested to answer the questions as honestly as possible. All the answers given have equal treatment. Do not write your name on the questionnaire. Note that the results of this study will be used for academic purposes only. Thanks.

Yours Faithfully,

LARRY ONYANGO CLEOPHAS

CELL PHONE: 0721299641

EMAIL ADDRESS: cleoonyango19@gmail.com

APPENDIX 2: QUESTIONNAIRE FOR STUDENTS

It is instructive not to write your name anywhere on this paper. Indicate appropriate answers by using a tick (√)

PART A

Below are statements with five possible options; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Please answer all the questions by indicating with a tick ( )

A. Students taking CRE in PTTCs belong to any predominant denominational beliefs.

S/N	Statement	SA	A	U	D	SD
		5	4	3	2	1
1	Students in PTTCs belong to Roman Catholics, SDA and Protestant denominations.					
2	Some CRE students in PTTCs are elected officials of Christian denominations					
3	Majority of PTTC students have Christian names.					
4	Christian denominational societies are very active in PTTCs.					
5	I would support attending CRE lessons in PTTCs on Saturdays.					

B. Tutors exegesis/interpretation of biblical concepts influence the teaching of CRE in PTTCs

S/N	Statement	SA	A	U	D	SD
		5	4	3	2	1
1	Many CRE students are mostly convinced with tutors' denominational interpretations.					
2	Exegesis/interpretation of bible concepts makes CRE learning successful.					

3	There are biases in tutors' interpretation of bible concepts during CRE teaching.					
4	Exegesis/interpretation of biblical concepts is based on tutors' denominational background.					
5	CRE students are not affected by tutors' interpretation of the bible concepts.					

C. Roman Catholics, SDA and other Protestants are dominant denominations among students in PTTCs.

S/N	Statement	SA	A	U	D	SD
		5	4	3	2	1
1	Sunday is the Christians commanded resting day.					
2	Water baptism should be done through immersion					
3	Marriage does not affect ones calling in Christian leadership.					
4	Strong wine is acceptable for Holy Communion.					
5	Portraits are symbols used for understanding biblical concepts.					

PART B: General information about the respondent

1. What is your gender?

Male ( ) Female ( ) Other ( )

2. What is your age category?

Below 19 years ( )

20 – 24 years ( )

25 - 29 years ( )

Above 30 years ( )

3. What is your current academic grade?

S/N	Academic grade	Tick
(a)	KCSE B+	
(b)	KCSE B	
(c)	KCSE B-	
(d)	KCSE C+	
(e)	KCSE C	

4. What is the category of your college (a) Public ( ) (b) Private ( ). Tick.

5. Which category of subject group do you belong in your PTTC (a) Science ( ). Humanities ( ). Tick.

6. which of these Christian groups do you belong (a) SDA ( ) (b) Catholic ( ) (c) other Protestants ( ). Tick.

7. Marital status: (a) Single ( ) (b) Married ( ) (c) Widowed ( ) (d) Divorced ( ). Tick

END - THANK YOU

APPENDIX 3: QUESTIONNAIRE FOR TUTORS

It is instructive not to write your name anywhere on this paper. Indicate appropriate answers

by using a tick (√)

PART A

Below are statements with five possible options; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Please answer all the questions by indicating with a tick (√)

A. Tutors taking CRE in PTTCs belong to any predominant denominational beliefs.

S/N	Statement	SA	A	U	D	SD
		5	4	3	2	1
1	Tutors in PTTCs are affiliates of either Roman Catholic, SDA or Protestant denominations.					
2	Most tutors in PTTCs are patrons of Christian denominations.					
3	Majority of PTTC tutors have Christian names.					
4	Christian denominational societies are very active in PTTCs.					
5	I would support conducting CRE lessons in PTTCs on Saturdays.					

B. Influence of tutors' exegesis/interpretation of biblical concepts in teaching CRE in PTTCs.

S/N	Statement	SA	A	U	D	SD
		5	4	3	2	1
1	Tutors exegesis/interpretation of biblical concepts influence CRE students.					
2	Exegesis/interpretation of bible concepts by CRE tutors has no controversies.					
3	There are biases in tutors' interpretation of bible concepts.					
4	Exegesis/interpretation of biblical concepts is based on tutors' denominational background.					
5	Exegesis/interpretation of bible concepts require tutor's denominational input.					

C. Roman Catholics, SDA and other Protestants are dominant denominations among tutors in PTTCs.

S/N	Statement	SA	A	U	D	SD
		5	4	3	2	1
1	Sunday remains Christians' commanded resting day.					
2	The soul of the dead goes to paradise					
3	Any musical instruments can be used in worshipping God.					
4	Water baptism of any kind is not necessary for salvation.					
5	Christian Trinity does not portray God as the sole creator.					

PART B

Respondent's demographic information. Indicate appropriate answers using a tick (√)

1. What is your gender?

Male ( ) Female ( ) Other ( )

2. What is your age category?

Below 25 years ( )

26 – 35 years ( )

36 – 45 years ( )

46 years and above ( )

3. Teaching experience.

Below 10 years ( )

11 – 19 years ( )

20 – 29 years ( )

30 years and above ( )

4. Years at current PTTC?

0- 8 ( )

9- 16 ( )

17- 24 ( )

25 + ( )

5. What is your current academic qualification?

S/N	Academic Qualification	Tick
(a)	Doctoral Degree	
(b)	Master's Degree	
(c)	Bachelor's Degree	
(d)	Diploma	
(e)	Other	

6. What is your professional rank (level) in your current PTTC ?

S/N	Current position Held	Tick
(a)	Principal	
(b)	Deputy principle	
(c)	Dean of curriculum	
(d)	Dean of students	
(e)	Examination officer	
(f)	Head of Department	
(g)	Head of Subject	
XC (h)	Subject tutor	
(i)	Others	

7. What is the name of your current PTTC…….

8. What is the category of your college? .....

9. Which subject do you teach in your current PTTC…….

10. which of these denominational groups do you belong (a) Roman Catholic ( ) (b) SDA ( ) (c) Other Protestants ( ).

11. Marital status:

Single ( )

Married ( )

Widowed ( ) Divorced ( )

END – THANK YOU

APPENDIX 4: INTRODUCTION LETTER FROM ANU

AFRICA NAZARENE
UNIVERSITY

27th May, 2021

RE: TO WHOM IT MAY CONCERN

Cleophas Larry Onyango (**13J04CMED029**) is a bonafide student at Africa Nazarene University, in the Education Department. He has finished his course work and has defended his thesis proposal entitled: - *"Influence of Tutors' Denominational Beliefs on Teaching Christian Religious Education in Teachers' Training Colleges in the Lower Lake Region, Kenya"*

Any assistance accorded to him to facilitate data collection and finish his thesis is highly welcomed.

Regards,

Dr. Titus Mwanthi
Ag. Deputy Vice Chancellor, Academic

APPENDIX 5: NACOSTI RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **845323**

Date of Issue: **09/June/2021**

RESEARCH LICENSE



This is to Certify that Mr.. CLEOPHAS LARRY ONYANGO of Africa Nazarene University, has been licensed to conduct research in Homabay, Kisii, Migori on the topic: INFLUENCE OF DENOMINATIONAL BELIEFS ON TEACHING CHRISTIAN RELIGIOUS EDUCATION IN PRIMARY TEACHERS\' TRAINING COLLEGES IN THE LOWER LAKE REGION, KENYA for the period ending : 09/June/2022.

License No: **NACOSTI/P/21/11074**

845323

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX 6: MIGORI COUNTY PERMIT LETTER

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telephone: (059) 20420
Fax: 05920420
When replying please quote

COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466-40400
SUNA – MIGORI

REF: ***MIG/CDE/ADMN./73/VOL.I/ 193***

DATE:9th July, 2021

Mr. Cleophas Larry Onyango
AFRICA NAZARENE UNIVERSITY
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Influence of Tutors' Denominational Beliefs on Teaching Christian Religious Education in Teachers' Training Colleges in the Lower Lake Region in Migori County, Kenya"** and subsequent approval by **NACOSTI** vide research license no.: **NACOSTI/P/21/11074.** I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **9th June, 2022.**

During the research, you are expected to exercise high levels of research integrity.

COUNTY DIRECTOR
MINISTRY OF EDUCATION
MIGORI COUNTY
P O Box 466-40400, MIGORI
Date..... Sign.....

Fredrick Maoga
For: County Director of Education
MIGORI COUNTY

APPENDIX 7: HOMA BAY COUNTY PERMIT LETTER

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING" Homa Bay
Telephone +
When replying please quote
cdehomabay@gmail.com

COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
P.O BOX 710
HOMA BAY
DATE: 20TH AUGUST, 2021

REF: MOEST/CDE/HBC/ADM/11/VOL. II/11

MR. CLEOPHAS LARRY ONYANGO
AFRICA NAZARENE UNIVERSITY

RE: RESEARCH AUTHORIZATION.

Following your application for authority to carry out research on "***INFLUENCE OF DENOMINATIONAL BELIEFS ON TEACHING CHRISTIAN RELIGIOUS EDUCATION IN PRIMARY/TRAINING COLLEGES IN THE LOWER LAKE REGION , KENYA"*** I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending **9th June, 2022.**

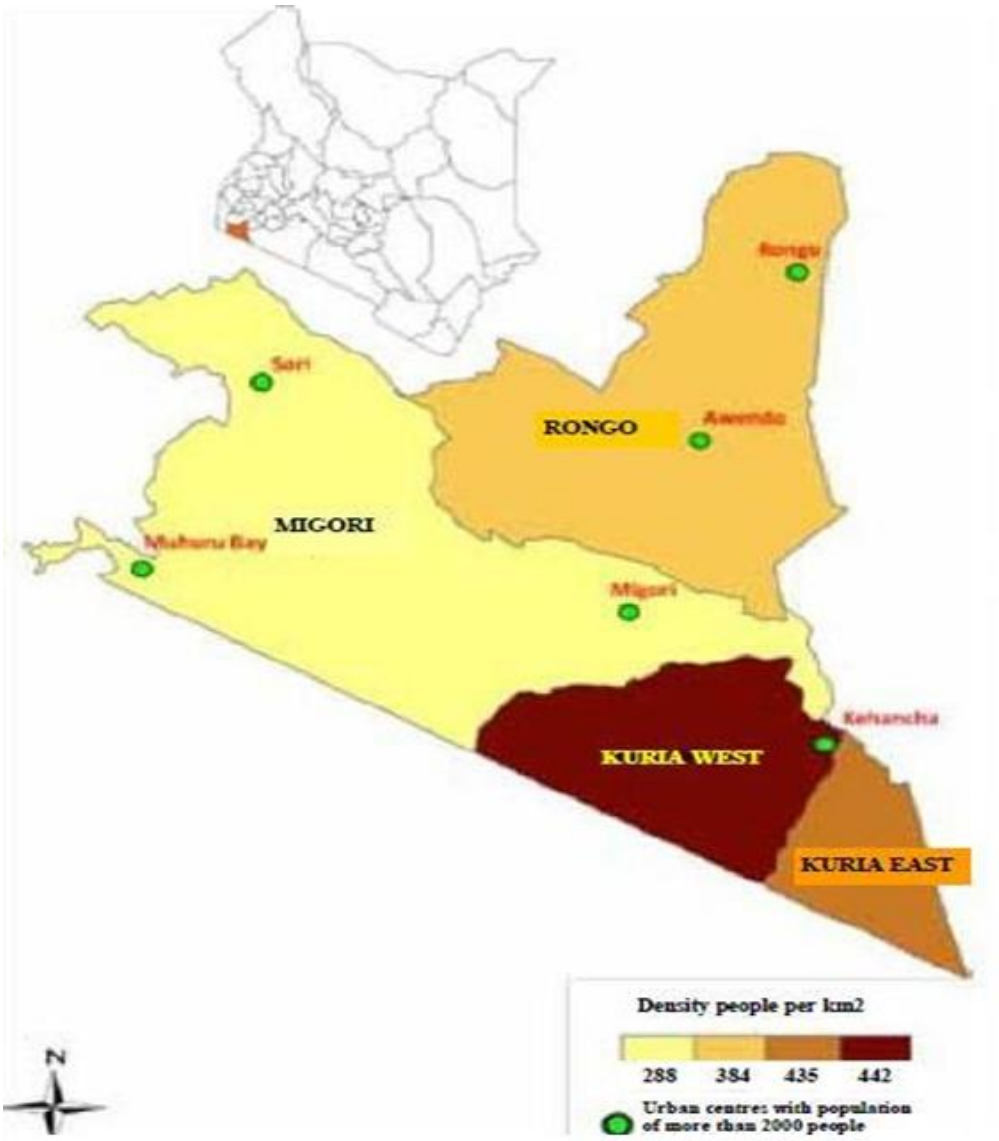
Kindly note that ,as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the County Director of Education Office after completion both the soft copy and hard copy.

Thank you in advance.

COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
P.O. BOX 710-40300, HOMA BAY
Email: cdehomabay@gmail.com

M. M. NYABUNGA
FOR: COUNTY DIRECTOR OF EDUCATION
Cc.
COUNTY COMMISSIONER
HOMA BAY COUNTY.

APPENDIX 8: MAP OF MIGORI COUNTY



APPENDIX 9: MAP OF HOMABAY COUNTY

